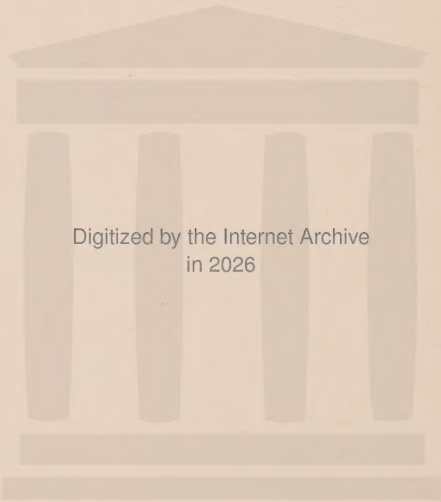

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Putnam's Minute-a-Day English

For Busy People

Compiled and Arranged by
Edwin Hamlin Carr

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EDWIN HAMLIN CARR

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PREFACE

A book of supper-table fun; language games, for school and home; items for the day's last minutes, founded upon the law of association, the law of emphasis, correct forms of expression, and the preferred pronunciation and spelling.

It is my contention that a person interested in securing an accurate and effective form of English expression can accomplish this if he will give to the task at least one minute a day.

The law of association makes it an easy matter to remember the birthday of anyone if that birthday comes, for instance, upon April first.

Where the correct form only of an expression or of a word is given, the mind can work rapidly, confidently, and easily. Hence the elimination, so far as possible, of all incorrect words and expressions, all forms of "Do not say." Here the incorrect forms appear, if at all, in the *titles*.

> William Dean Howells is a stout opponent of those novelists who, under the pretext of reforming their readers, write books about vice.
>
> "Such writers," said Mr. Howells at a luncheon at Kittery Point, Maine, "remind me of a lad whose mother said to him:

"'Why, Johnny, I do believe you're teaching that parrot to swear!'

"'No, I'm not, mother,' the boy replied; 'I'm just telling it what it mustn't say.'"—*New York Tribune.*

The arrangement of the items makes it suitable for daily use; the index makes it a reference handbook.

The spelling and pronunciation used in the book are the first or preferred form, and are taken, with permission, from Webster's Collegiate Dictionary, Third Edition, published by G. & C. Merriam Co.

E. H. C.

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I

Studies in Associated Words

CHOOSE NEW WORDS FOR YOUR VOCABULARY FROM 1–19

1

Words relating to the appearance of persons

attractive	pleasing
engaging	comely
fascinating	handsome
prepossessing	captivating
taking	fetching

2

Words relating to demeanor

genteel	obliging
polite	respectful
courtly	gracious
cultured	suave
refined	ceremonious
tractable	affable
civil	polished

3

Words relating to the appearance of things

inviting
tempting
fine
superb
artistic
exquisite
elegant
quaint
becoming
suitable
pretty
comely
lovely
gorgeous

4

Words relating to the quality of things

sound
standard
sterling
genuine
excellent
choice
desirable
satisfying
substantial
splendid
pure
prime
rare
superlative
unadulterated
wholesome

5

Words relating to praise

fascinating
entrancing
bonny
handsome

enchanting
charming
glorious
elegant
beautiful
magnificent
superb
grand
wonderful
magnificent

6

Words relating to the weather

glorious
beautiful
fine
balmy
gracious
cold
blustry
rigorous
severe
trying
hot
humid
sultry
propitious

7

Words relating to satisfaction

gratifying
comforting
encouraging
refreshing
solacing
consoling
complacent
thankful
glad
satisfying

8

Words relating to neatness

neat	dainty
tidy	nice
trim	orderly
spruce	choice

9

Words relating to the sense of taste

luscious	acrid
delicious	edible
savory	salt
insipid	sweet
bitter	sour
spicy	vapid

10

Words relating to the sense of touch

smooth	hot
sleek	cold
coarse	rough
uneven	tangible
tepid	satiny

chilly	flexible
icy	soft

11

Words relating to the sense of smell

fragrant	redolent
odorous	rancid
balmy	pungent
aromatic	sharp
sweet-scented	spicy

12

Words relating to the sense of hearing

harmonious	audible
harsh	keen
discordant	dissonant
melodious	grating

13

Words relating to beauty

elegant	splendid
comely	radiant
pretty	charming
lovely	handsome

14

Words relating to ugliness

repulsive
uncouth
hideous
frightful
horrid
squalid
slouchy
grisly
ghastly
dreadful

15

Words relating to food

tasty
savory
palatable
toothsome
relishing
appetizing
luscious
acceptable

16

Words relating to darkness

gloom
cloudy
dusk
night
sunless
murky
turbid
nebulous
obscure
dim
faint
shade
foggy
gray

17

Words relating to light

glow
blaze
glare
luster
glitter
radiance
sunshine
sparkling
burnished
flashing
daylight
gleam
ray
brilliant

18

Words relating to fulfillment

completion
accomplishment
performance
execution
achievement
termination
dispatch
conclude
finish
end

19

Words relating to the essential

necessary
indispensable
important
prime
chief
principal
cardinal
requisite

20

HELLO SUPPLANTING HALLOO

Please **hello** to the boy.
Hello, Central.
Hello, there.
Hello, Mister.
Hello, George.
Hear him **hello.**
Hello to him.

21

Rest, what is generally left.
Let the **rest** of the folks come.
Remainder, what is left when the greater part has been taken away.
Please bring the **remainder** of the apples.
Remnant, a very small part.
There was a sale of **remnants** at—
Residue, a remaining unused part.
The **residue** was used for—

This clever mathematical trick, by which you can tell the month and year of a person's birth, will startle many of your friends, says *The American Boy.* Tell your friend to put down the number of the month in which he was born, multiply it by two, then add five, multiply by fifty, add his age, subtract 365, and then add 115. The two figures on the

right will tell you his age, the *remainder*, will be the number of the month of his birth. For example, if the total is 615, he is fifteen years old and was born in June.

22

Already, an adverb meaning previously.
All ready means all prepared.
They were **already all ready** when we arrived.

Altogether, means wholly, entirely.
All together means unity.
They were **altogether** too noisy when **all together.**

23

Farther means distance.
"Mr. Carr, are you going far?"
"Yes, Mr. Barr, much **farther.**"
Further means additional.
Mr. Furlow, the fur dealer, had nothing **further** to say.

24

Guess, requires uncertainty.
Reckon, with an objective clause, means to suppose, think.

THE CADDIE MAKES GOOD GUESS

Novice: "What club shall I use, caddie?"
Caddie: "Well, I reckon a dust pan an' brush would be about the thing for you, ma'am."—*Tit Bits.*

25

Each, every one considered separately.
Each basket was filled.
Every, each one of a group.
We heard his **every** word.
Each other, used of two.
Charles and I saw **each other's** pictures.
One another, used of more than two.
They looked at **one another.**

26

If **prae** means before and **post** means after, then will preposterous mean "The cart before the horse"?

27

Sound i, as in ice;
a, as in ale.

Apply the sounds to
(i) ay = alas.
(i) aye = yes.
(a) aye = forever.

PRACTICE

Aye, aye, Sir.
i, i, Sir.
Ay, ay, that was too severe.
i, i, that was too severe.
For aye.
For a.

28

WAIST AND WASTE

Words of the same pronunciation but of different meanings are called Homonyms.

A brewer's dray had collided with a heavily laden milk cart and sent can after can splashing into the street. Of course, the world assembled to watch the great event.

A small man, coming up late, had to stand on tip-toe and keep dodging his head from side to side in order to see past an enormously stout washerwoman, who was just in front of him.

"What is it? What is it?" he kept on asking.

At last he caught a glimpse—the shattered cart and the fresh white milk streaming through the street.

"Goodness!" he exclaimed. "What an awful waste!"

The stout woman turned and stared at him.

"Mind your own business!" she snapped.
—*N. Y. Globe.*

29

Celebrated, widely spoken of for noteworthy deeds, or qualities, for honor worthily won. Andrew Carnegie is celebrated for his gifts.

Renowned, widely spoken of for learning, skill. General Grant is renowned for his achievements.

Notorious, well known, usually unfavorably. The German Kaiser is notorious.

30

Calamity, a great misery or extensive evil.
Disaster, a sudden and distressing event.
Misfortune, ill fortune.
Mischance, a trivial misfortune.

31

Sound ā, as in āle;
ô, as in ôbey;
ĕ, as in mĕt, and apply the sounds to

Croquet (krô kā′), an outdoor game.
Croquette (krô-kĕt′), a fried ball of minced meat.
Coquette (kô kĕt′), a flirt.

The coquette played croquet, and watched the man eating the croquettes.

32

Sound ŏ, as in ŏdd;
ŭ, as in ŭp;
ĕ, as in mĕt;
ā, as in āle;
ô, as in ôbey; and apply the sounds to

Crotch (krŏch), a forked pole to prop something.
Crutch (krŭch), used as a support.
Crotchety (krŏch′ ĕt ĭ), whimsical.
Crochet (krô shā′), a kind of knitting.

PRACTICE

A crotchety old maid used her crutch as a crotch to support a limb of her peach-laden tree under which she sat crocheting.

33

Sound ä, as in ärm, and apply the sound to
(säv) **salve,** an ointment.

Sound ă, as in ăm;
ê, as in êvent.
(săl′vê) **salve,** hail.

Sound ă, as in ăm;
ēr, as in makēr.
(săl′vēr) **salver,** a tray.

Sound ă, as in ăm;
å, as in senâte.
(săl′vâj) **salvage**, goods saved from a ship.

34

Sound ō, as in ōld;
ô, as in ôrb.

Apply the sounds to

kōr	kōr	kôrps
(core)	(corps)	(corpse)

(kōr) **core**, the core of an apple.
(kōr) **corps**, an army organization.
(kôrps) **corpse**, a dead body.

> The *Tivoli Times* says: "It is said that a Columbia county clergyman, in preaching a funeral sermon, referred to the deceased saying: 'The corpse has been a member of this church for fifteen years.'"

35

Sound å, as in åsk;
ŭ, as in ŭp;
ē, as in ēve.

Apply the sounds to

få-sē′shŭs
A facetious remark.

Facetious, means sportive, jocular.

Sound ă, as in ăm;
ĭ, as in ĭll.

Apply the sounds to
făk-tĭsh′ŭs

Factitious, means artificial, sham.

The organization was a more or less factitious affair.

36

Sound ā, as in āle;
ü, as in menu.

Apply the sounds to

Resume, to begin again.

Let us **resume** our work.

Résumé, meaning summary.

rā-zü-mā′

Let me give a **résumé** of the subject.

37

Mrs. Erwin was showing Selma, the new Swedish maid, "the ropes."

"This," said Mrs. Erwin, "is my son's room. He is in Yale."

"Ya?" Selma's face lit up with sympathetic understanding. "My brudder ban there, too."

"Is that *so?* What year?"

"Ach! he ban got no *year*. He ban punch a man in the eye, and the yoodge say, 'You, Axel, sixty days in yail!'"—*Selected.*

know	plum
no	plumb
won	choler
one	collar
maid	four
made	fore
canvas	hied
canvass	hide

38

Propose, relates to intention.

I **propose** that we go to—

They **proposed** that we organize a club.

The **proposal** was accepted.

Resolutions were **proposed** that—

Purpose, relates to a settled state of mind to do thus and so.

They were determined to accomplish their **purposes.**

They **purposed** in their hearts to serve God.

They **purposed** to have a new club.

39

Haste, means quickness, urgency, swiftness.
Hurry, indicates confusion and flurry.

One of the colored convicts at Leavenworth had knocked the ball over the prison wall in a baseball game and was tearing around the bases at terrific speed, making hard work out of an easy "homer." Whereat one of the other boarders shouted:

"'Take yo' time bo', take yo' time; yo's in fo' life; take yo' time."—*Selected.*

40

Sound ē, as in ēve;
ŭ, as in ŭp, and apply these sounds to spē′shŭs

Specious, meaning apparently right but not actually so.

Specious arguments.

Sound ā, as in āle, and apply the sound to spā′shŭs

Spacious, meaning roomy.

The **spacious** firmament.

spē′shēz

Species, a kind.

The dog is a species of the genus *Canis.*

41

Course, a plan to pursue.
Coarse, rough, of large particles.

Willie: "Papa?"
Papa: 'Yes."
Willie: "Teacher says we're here to help others."
Papa: "*Of course* we are."
Willie: "Well, what are the others here for?"—*Selected.*

42

Chock'-full, filled to the limit.
Choke'-full, filled to the limit.
Chock'a-block, packed full.

43

Sound ō, as in ōld;
ă, as in ăm;
ä, as in ärm;
o̊, as in o̊bey;
ŏ, as in ŏdd.

Apply these sounds to
Choral (adjective), pertaining to a chorus.
kō′răl
Choral (noun), a hymn tune.
ko̊-räl′

Corral, an enclosure for cattle.
kŏ-răl′

44

Statue

The **statue** of Lincoln.
The **statue** of Liberty.

Statute

The **statutes** of the state of New York.
Statutes are laws enacted by a legislature.

St. Gaudens, the famous sculptor, when he had just unveiled a fine *statue* in Chicago, was accosted by a reporter, who said, "I suppose, Mr. St. Gaudens, you consider this your masterpiece?" "I do not," was the reply, "my next statue is always my masterpiece."

45

Sound ĭ, as in ĭll;
ī, as in īce.

Apply these sounds to
(ĭn-dīt′)

Indict, to charge with offense.
He was **indicted** for murder.
They returned an **indictment** against him

(ĭn-dīt′)

Indite, to compose, describe.
My heart is **inditing** a good matter.

46

Or′tho-dox
orthos = right
doxa = opinion.
Or′tho-e-pist
orthos = right
epos = word.
Or-tho-pe′dist
orthos = right
pais = child.

47

Sound ĕ, as in mĕt;
x, as ks;
ă, as in ăm.
Apply the sounds to ĕks′tănt.

The accent is on the first syllable.
Ex′tant, not destroyed, still existing.
No other records are **ex′tant.**

The accent is on the second syllable.
Extent′, measure or degree.
To what **extent′** was he successful?

48

Sound å, as in åsk;
ê, as in êvent;
ā, as in āle.

Apply the sounds to shȧ′sē.

Chassis (singular). Pronounced shȧ′sē.
Chassis (plural). Pronounced shȧ′sēz.

PRACTICE

The chauffeur repaired the **chassis.**
We need forty **chassis.**
A **chassis** is part of an automobile.
Order several **chassis.**

Apply the sounds to shȧ sā′.

Chassé

PRACTICE

They learned to **chasse.**
The **chasse** is a dance step.
He played the piano, we **chassed.**

49

Sound ō, as in ōld;
ô, as in sôft;
th, as in this;
th, as in thin.

Apply these sounds to
(klōs) close
(klôth) cloth
(klŏz′et) closet
(môth) moth

(môths) moths
(klôthz) cloths
(klōz) close

PRACTICE

"Hannah, fasten the clothesline, and bring some clothespins. You will find them in the clothes basket."

Hannah, having taken some garments from the closet, found that the cloth of the coat had been eaten close to the collar by moths.

She hung the coat on the clothesline close to the clothes.

50

Sound ŏ, as in ŏdd;
ă, as in ăm;
å, as in åsk;
ĭ, as in ĭll;
ē, as in ēve.

Apply these sounds to
(kŏm′răd-rĭ) comradery.
(kå′må′rå′ d'-rē′) camaraderie.
Both words mean fellowship.

51

Sound ē, as in ēve;
ê, as in êvent.

Apply these sounds to
Pique (pēk), feeling of resentment.
Pique (pē-ka′), cotton fabric.
Piquant (pē′kant), giving zest.

52

nice
A very **nice** person.
grand
It was a **grand** sight.
lovely
A **lovely** child.
elegant
An **elegant** house.
splendid
A man of **splendid** talents.
jolly
A **jolly** person.

53

abhor
I **abhor** the idea.
hate
I **hate** him.
detest
I **detest** lying.
dislike
I **dislike** to attend.

loathe

I loathed food when I was ill.

54

love

I love mother.

like

I like to skate.

admire

I admire his manner.

revere

I revere his memory.

respect

I respect his opinions.

adore

We adore God, our maker.

55

Pleasure, general term for satisfaction.

It was a pleasure to ride with you.

Happiness, satisfaction at the gratification of desires.

I have derived much happiness from your visit.

Ridicule, to oppose with humor.

He ridiculed the arguments.

Deride, to scorn.

He derided the proposition.

Difficult, not easy.
It is a **difficult** task.
Arduous, requiring great labor.
An **arduous** labor.

Account, a record of facts.
The **account** says that—
Narrative, an orderly account of a series of events.
The **narrative** of the events of the World War.

56

Acknowledge, we acknowledge our faults.
I **acknowledge** that I did not know.
Confess, we confess our sins.
I **confess** my weaknesses.

Delicious, relates to the senses.
A **delicious** apple.
Delightful, relates to the spiritual or mental.
A **delightful** occasion.

Empty, containing nothing.
An **empty** barrel.
Vacant, without that which one expects to find.
A **vacant** stare.

Behaviour, relates to one's mode of acting in the presence of others.
His **behaviour** was becoming.
Conduct, relates to one's whole life.
His **conduct** was praiseworthy.

57

Pride, a commendable satisfaction in a completed task.

I took particular **pride** in—

Vanity, eagerness to be praised.

He is very **vain.**

Custom, the manner of society

The **custom** of Canton is to—

Habit, an inclination toward an action frequently repeated.

He has the **habit** of—

Modest, having a commendable amount of reserve.

A very **modest** man.

Bashful, unduly shrinking from public notice.

A **bashful** man.

Civil, moderately courteous.

A **civil** person.

Polite, exceptionally civil, courteous.

A very **polite** person.

58

To hasten, to move with celerity.

I must **hasten.**

To hurry, to move with flurried haste.

He was in too great a **hurry.**

Education, a drawing out process.

He received his **education** at Harvard.

Instruction, a pouring in process.
He received **instruction** at the lectures.

Certain, suggests a conviction upon which assurance is based.
I am **certain** that such things cannot happen.

Sure, emphasizes the assurance.
I am **sure** that William will come to-night.

Talent, special aptitude.
He has a **talent** for business.

Genius, the power to create.
A true poet is a man of **genius.**

59

Economy, a thrifty use of resources.
He **economizes.**

Frugality, a sparing use of material things.
He is very **frugal.**

Parsimony, a miserly use of material things.
A **parsimonious** man.

Beautiful, having properties which please the sense of sight and the mind.
A **beautiful** cottage.

Pretty, pleasing but not impressive.
A **pretty** cottage.

Expect, relates to what we have confidence will happen.
We **expect** to move.

Hope, relates to what we wish to happen.
I **hope** it will rain.

Obstinate, persistently adhering to one's way.
A very **obstinate** pair.
Stubborn, habitually obstinate.
A **stubborn** child.

60

Truth, relates to fact.
It is the **truth.**
Veracity, relates to habitual truth telling.
A man of **veracity.**

Excuse, we excuse an unintended injury.
Please excuse my **clumsiness.**
Pardon, we pardon a sin.
Pardon my sin.

Conceal, to keep from sight.
He **concealed** his revolver.
Disguise, to change the appearance.
He **disguised** his appearance.

Plentiful, more than necessary.
Wheat is **plentiful.**
Abundant, very plentiful.
There is **abundant** rain.

61

Likeness, a general term expressing resemblance.
He is a perfect **likeness** of his father.
Resemblance, likeness in appearance or qualities.
He bears a **resemblance** to his father in mental power.

Similarity, superficial resemblance.
There is a **similarity** of belief between—
Similitude, a concrete statement of similarity.
The Parables are **similitudes** of Christian life.

62

Courage, that spirit which meets all problems.
A man of **courage.**
Bravery, the courageous act of the moment.
A conspicuous act of **bravery.**
Ignorant, without any general knowledge.
An **ignorant** man.
Illiterate, without knowledge by literature.
An **illiterate** nation.
Firmness is a quality of the will.
He has **firmness** of purpose.
Constancy is a quality of the affections.
The **constancy** of the lovers was apparent.
Enemy, an unfriendly opposer.
My friend, the **enemy.**
Foe, (poetical term) the holder of a malicious purpose.
A real **foe** to mankind.

63

Sound ă, as in ăm, and apply the sound to

Confidant con fi dănt′ (masculine)
con fi dănte′ (feminine)

Meaning: A confidential friend.
Confident con′ fi dent, well assured.

64

Sound ĭ, as in ĭll;
ē, as in ēve;
å, as in åsk.

Apply the sounds to
Click (klĭk), a slight sharp noise.
Clique (klēk), exclusive social set.
Claque (klåk), paid applauders.
Cleek (klēk), a club used in golf.

65

Apt, means appropriate, quick to learn.
It was an **apt** expression.
He is an **apt** pupil.
He is **apt** at mathematics.
He made an **apt** remark.

Likely, means probable, such as might well happen.
It is **likely** to rain.
The cat is **likely** to scratch you.
It is **likely** to happen.
We are **likely** to leave to-day.
I am **likely** to forget.

66

Couple, two similar.
A **couple** of pieces.
A **couple** of hours.
A **couple** of dollars.

Pair, two similar things related, complements.
A **pair** of shoes.
A **pair** of stockings.
A **pair** of gloves.

67

Character, what a man is.
His **character** is unimpeachable.
A man of fine **character.**
Habits make **character.**
Men lose **character.**

Reputation, what men think a man to be.
He is **reputed** to be worth a million.
He bears an excellent **reputation** for honesty.
He injured his **reputation** by blundering.
I have the **reputation** of being—

68

Emigrants, those moving from a country.
They **emigrated** from France.
They **emigrated** from Italy.
They were **emigrants** from Sweden.

Immigrants, those moving to a country.
They **immigrated** to America.
They **immigrated** to Australia.
They were **immigrants** to our land.

69

Produce, of the soil.
The **produce** dealers.
The **produce** is in the ships.
They bring their **produce** to the city.

Product, of industry.
The **product** of the mills.
The **products** are on sale.
The **products** of much labor.
The manufacturers brought their **products** to the Exposition.

70

STOP AND STAY

The car **stopped** at our door.
He **stopped** shoveling.
I **stopped** for a minute at his house.
Stop at the store for me.
Let us **stop** here a while.

Are you **staying** at the Biltmore?
I am **staying** at the Waldorf.

He is staying in the city for a while.
He stayed at our house.
I was staying with uncle.

71

Vocation, one's profession.
His vocation is that of a lawyer.
My vocation requires all my time.

Avocation, a by-work aside from one's profession.
His avocation is bee-raising.
I have an avocation in gardening.

72

Proposal, something proposed to be done.
He proposed to her.
She proposed that they go to the movies.
His proposal was rejected.

Proposition, something for discussion to determine its value.
The proposition needs examination.
I like the proposition which was advanced.
I submit the proposition that—

73

Some, an adjective.
Please bring home some bread.
Some grand ideas are in his head.
He knows some French.

Somewhat, an adverb.

I am somewhat better.
He resembles you somewhat.
He was somewhat elated.

74

Sound ā, as in āle;
ü, as in menü.

Apply the sounds to
(da-bu′)
She made her **debut** last May.

(da-bu-tan′) **debutant** (masculine)
(da-bu-tant′) **debutante** (feminine)

75

A TAIL AND A TALE

A little girl who loved animals came home accompanied by a stray dog.

"Why, Cissy," said her mother, "that dog isn't yours. You have no right to bring him home."

"Well, mamma," pleaded Cissy, "he didn't belong to anybody any more than the flowers. I can pick flowers—wild ones—and keep 'em, and the doggy was just like the flowers, so I came along and picked him."

At this point the dog turned round and displayed a noticeable lack of tail, whereupon Cissy's small brother broke in with, "Why didn't you pick a longer stem?"—*Omaha News.*

76

Sound ē, as in ēve;
ĭ, as in ĭll.

Apply the sounds to
(slēk) **sleek**, a smooth surface.
Her coat was very **sleek.**
(slĭk) **slick**, to make trim.
He has gone to **slick** up.

77

THE PAGEANT OF WORDS

(The italicized words in each paragraph are from the language indicated by the capital letters in each paragraph.)

First came a HEBREW, accompanied by a *cherub*, carrying a pot of *manna*, on the *sabbath* day, in the year of *Jubilee*. The accompanying *seraphs* sang *amen*.

Then, a *caravan*[1] with *alcohol, camphor, coffee, lemons*, and *elixirs;* and an *assassin* ARAB, who had sought to kill the *Admiral* and the *Sultan*, but was prevented by a *Nabob*, who was passing that way.

These were followed by a HINDU *pariah*, clothed in *calico*, who had just emerged from the *jungle*. He had secured a *shampoo*, some *punch*, and some *toddy*, for a few *rupees*.

[1] Persian.

Then, a MALAY (carrying a *bamboo* pole, a *bantam* rooster, a *mango* pepper, and some *gutta-percha*) ran *a-muck* another man who was beating a *gong*.

Next, a POLYNESIAN; followed by a *kangaroo*, and a *tatooed* sailor, to whom the whole procession was *taboo*.

Then came an AMERICAN INDIAN with a basket containing *maize*, *tobacco*, *potatoes*, and *tomatoes*. He removed his *moccasins*, seized his *tomahawk*, and ran into a *wigwam* for some *pemmican*.

Now a CHINAMAN quietly drinking his *tea*.

After the Chinaman a CELT; a real *bard*, riding a *pony*,[1] and full of *whiskey*, the pride of his *clan*, a *brat* from the *cradle*, and of real *Druid* origin.

Now, a SCANDINAVIAN *fellow*, a real *clown*, a maker of *by-laws*, a sitter in the *hustings*, showed the *dregs* of life by *kidnapping* a boy at the *plough*.

Next a DUTCHMAN *skating*, when he should have been making a *yacht* or a *sloop* with a *boom* or a *bowsprit*.

After him came an ITALIAN with a *staccato* voice, singing *opera;* while a *soprano*, sitting in a *gondola*, *sang* with *piano* accompaniment, from the *lava grotto* just under the house with the *cupola*.

[1] Old French from Latin.

Finally, a float of the SPANISH armada. Every sailor puffed his *cigar*, drank his *sherry*, while the *mulatto desperadoes* fought *mosquitoes* as they unloaded the *cargoes*.

II

Studies in Grammatical Expression

A little English every day
Drives the bad-speech errors away.

78

"THEM'S"

I heard of a man who was too lazy to say his prayers at night.

So he purchased a piece of cardboard, and wrote a few sentences of prayer upon it.

When he hopped into bed he pointed to the card and said. "Lord, them's my sentiments."

PRACTICE

Look at **those** flowers.
How do you like **those** potatoes?
Those are my sentiments.
Those are fine horses.

If we should say, "Them are fine horses" we should be using a personal pronoun (them) for a demonstrative pronoun (those).

79

MAY AND MIGHT

Table Manners

When you desire food, and wish to ask for it, say:

"Mr. ——, might I have a glass of water?"
"Mother, might I have another cookie?"
"Father, might I have some more potatoes?"

OR SAY

"Mr. ——, may I have a glass of water?"
"Mother, may I have another cookie?"
"Father, may I have some more potatoes?"

Both **may** and **might** are potential verbs which express possibility or privilege. Either is correct when making a request.

80

RIMES

"All agreed"
Has gone to seed.

I sigh
At "personally I."

"Seein' as how."
Well, now!

One will rue
"Previous to."

"It seems to me."
That man's at sea.

"Along that line."
'Twas never mine.

"No doubt but that."
Give me my hat.

81

DON'T

Try to substitute "does not" for don't in the sentences given. If you cannot make the substitution the sentences are correct.

PRACTICE

Why **don't** the citizens make provision for—
All men **don't** believe alike.
Don't leave the child alone.
Don't sail on that ship.
Why **don't** you attend.
I **don't** feel able to walk.
You **don't** have the correct answer.

82

FORMING THE POSSESSIVE SINGULAR

When the word ends in s, it is always best to add 's.

PRACTICE

Cornelius's coat
Adolphus's hat
Cyrus's hammer
Dennis's shovel
Francis's book
James's faith
Jonas's ship
Leonidas's gun
Lucius's book
Nicholas's sled
Phineas's knife
Ulysses's colt
The princess's jewels
The countess's coat

83

LIKE AND LOVE

Like, means to be pleased with.

PRACTICE

I like potatoes.
We like to skate together.
Many people like to play tennis.
I like to play basket-ball.
I like your hat.

Love, means to regard with affection.

PRACTICE

I **love** Grandma.
Charles **loves** his mother.
Thou shalt **love** thy neighbor as thyself.
We **love** our pets.
I **love** thy rocks and rills.
I **love** my country.

84

MAD AND ANGRY

Mad, means insane, affected in mind.

PRACTICE

I am not **mad,** most noble Festus.
He was sent to the **mad**-house.
He has gone **mad.**
The **mad** dog ran down the street.
I shall go **mad** unless—

Angry, means provoked, exasperated, enraged.

PRACTICE

He was **angry** because I—
I am **angry** at you.
Charles was **angry** at the delay.
I'm so **angry** I could—
Mother is quite **angry.**

85

REAL AND VERY

Real, is an adjective and expresses quality.
Real, means actual, true.

PRACTICE

That was a **real** diamond.
She wears **real** point lace.
The Concert was a **real** treat.
He is a **real** hero.
That was a **real** sleep.

Very, is used here as an adverb.
Very, means in a high degree, exceedingly.

PRACTICE

Your new hat is **very** pretty.
He was **very** sick.
The climate is **very** healthful.
She was **very** kind.
We had a **very** pleasant time.

86

EXPECT AND SUPPOSE

Expect, means to look forward to.

PRACTICE

I **expect** to go to Chicago.
You may **expect** me to-morrow.
I **expect** to win the prize.
Where do you **expect** to spend your vacation?
Mother **expects** to leave New York.

Suppose, means to presume, accept as probable.

PRACTICE

I **suppose** you had a good time.
We **supposed** that Henry was in town.
What do you **suppose** that I did?
I **suppose** that the—
Who do you **suppose** is here?

87

BESIDE AND BESIDES

Beside, means by the side of.

PRACTICE

Let me sit **beside** you.
The house **beside** the road.
Place it **beside** me.
Walk **beside** me.
He stood **beside** the house.

Besides, means additional.

PRACTICE

Besides, I am going to—
He brought almonds **besides** other nuts.
What will you need **besides** your hat?
I can think of nothing **besides** what I have mentioned.
What else **besides** this shall I do?
And **besides** this he—

88

LESS AND FEWER

Less, of smaller amount.

PRACTICE

He has **less** influence than his brother.
The amount was **less** than formerly.
I have **less** than thirty cents.
He has **less** strength each day.
It was **less** than an hour ago.

Fewer, not so many in number.

PRACTICE

I have received **fewer** letters during July.
They are running **fewer** trains than formerly.
I have **fewer** oranges than I supposed.
We have **fewer** days of sunshine in winter.
John said that **fewer** children are attending school.

89

AFFECT AND EFFECT

Affect, to influence.

PRACTICE

It was a most **affecting** scene
It will not **affect** the result.
Did the loss **affect** your trade.
The climate **affected** his throat.
The **affect** of his presence was to—

Effect, to bring to pass; also, the result.

PRACTICE

It seemed to have the **effect** of—
The law will take **effect** on January first.
By no means did it **effect** the desired ends.
Will you be able to **effect** your plans?
He undertook to **effect** a compromise.

90

EITHER AND BOTH

Either, means one of two.

PRACTICE

Either of you may go.
Take **either** one.

Either you or John must go.
I will walk in either path you wish.
I will sell either of you my horse.

Both, means the one and the other.

PRACTICE

Both of you must stay.
Both you and John must go.
On both sides of the street.
We are both coming to see you.
Take both of them.

91

WHY THE SUN "SETS" AND THE "HEN" SITS

Set (transitive verb) means to place something.

Set (intransitive verb) means to decline, to go down, to pass below the horizon.

PRACTICE

I will set the basket on the table.
I will set the child in the chair.
They are setting out the trees.
The sun was setting when we returned.
The sun sets.

Sit, means to seat one's self.

Sit (with reference to a fowl) means to brood, to cover and warm the eggs.

PRACTICE

Let us **sit** down.
Where do you **sit** in church?
Please **sit** in this chair.
The hen **sits**.

92

WAS AND WERE

There is no expression in English which begins "**You was.**" It is always "**You were.**"

You were.
You were in town when I called.
I heard that **you were** in Chicago at the time.

93

FOOT AND FEET

When the noun is used as an adjective it requires the singular form, foot.

PRACTICE

A **two-foot** rule.
A **fifty-foot** telegraph pole.
A **six-foot** snowdrift.

When the noun is used as an adverb it requires the plural form, feet.

PRACTICE

A rule two **feet** long.
A telegraph pole fifty **feet** long.
A snowdrift six **feet** high.

94

SHALL WITH QUESTIONS

In questions, the proper auxiliary is shall used with I or we.

PRACTICE

Shall I go to-morrow?
Shall I come to your house?
Shall I take my satchel?
Shall we meet at Wanamaker's?
Shall we go to the Opera?
Shall we have some soda?

In the second and third person use shall when shall is expected as an answer, likewise will when will is expected.

95

ELIMINATING "THESE KIND"

This and that are singular.
Hence say:

this kind
that kind

this sort
that sort

PRACTICE

It was this sort of motion.
It was that kind of house.
It was this kind of apple.
It was that kind of ribbon.
It was that sort of nail.

96

ELIMINATING " TO BE SHE "

The predicate noun or pronoun after *to be* should be in the same case as the subject of *to be*.

They believe me *to be* him.

Me is in the objective case, also him.

PRACTICE

Do you suppose it to be her.
I thought it to be them.
I knew it to be him.
They supposed it to be us.
I took you to be him.

97

NOTE THE ACCENT

(noun)	(verb)
es'cort	es cort'

(noun)	(verb)
per'mit	per mit'
prel'ude	pre lude'
plac'ard	pla card'
in'sult	in sult'
des'ert	de sert'
prod'uce	pro duce'
re'tail	re tail'
sub'ject	sub ject'
con'vert	con vert'
ex'tract	ex tract'
fer'ment	fer ment'
con'trast	con trast'
proj'ect	pro ject'

Pronounce and give the accent correctly in the above words for the sake of establishing clearly, once for all, the fact that the NOUN is always accented upon the first syllable, and the VERB upon the second syllable.

98

AS—AS
SO—AS

PRACTICE

It is as cold as ice.
It is as weak as water.
As many as received him to them gave he power.

It is as dark as pitch.
He is as bright as a new dollar.

Note that not determines the so.

It is not so fine as it seems.
He is not so rich as he pretends.
He is not so ill as his brother.
Not so far as I understand.

99

PLURAL FORM ONLY

Nouns which are generally in the plural form only.

alms
aborigines
antipodes
ashes
bellows
dregs
eaves
fireworks
hysterics
measles
mumps
nuptials
nippers
oats
pantaloons
pincers
remains
riches
scales
scissors
shears
spectacles
suds
tidings
tongs
trousers
vespers
victuals
vitals

One would hardly say, "He has the mump."

100

OLDER AND ELDER

Do not say, "My **older** son."

Use "elder" when comparing the age of *two* relatives.

PRACTICE

This is my **elder** son.
Of my *two* boys, John is the **elder.**
This is my **elder** son's automobile.

Do not say, "My **oldest** son."

Use "eldest" when comparing the age of *three* or more relatives.

PRACTICE

This is my **eldest** son.
Of my *three* boys, John is the **eldest.**
This is my **eldest** son's automobile.

101

GENDER

Ethel (studying grammar): "Say Reggie, if a man druggist is called a pharmacist, what would you call a woman druggist?"

Reggie: "A pharmacister, of course."—*Selected.*

Masculine	Feminine
abbot	abbess
administrator	administratrix
ambassador	ambassadress
buck	doe
caterer	cateress
colt	filly
cock	hen
cock-sparrow	hen-sparrow
conductor	conductress
drake	duck
don	donna
duke	duchess
elector	electress
earl	countess
executor	executrix
fox	vixen
gander	goose
hart	roe
he-bear	she-bear
billy goat	nanny goat
horse	mare
Jew	Jewess
lion	lioness
lord	lady
marquis	marchioness
mayor	mayoress
monk	nun

murderer	murderess
ram	ewe
sire	dam
stag	hind
sorcerer	sorceress
signor	signora
sultan	sultana
tiger	tigress
traitor	traitress
testator	testatrix
wizard	witch

102

WORDS IN THE SINGULAR WHICH SEEM PLURAL

	Any one
	Anybody
Nouns modified by	Each
Nouns modified by	Every
	Everybody
	Many a one
Nouns modified by	Neither
	Not one (none)
	One
	Somebody
	Something

Nobody
Man after man

These words are all singular and hence require singular pronouns and singular verbs.

PRACTICE

Nearly **every** one we knew was going.
Everybody in the world has his faults.
Has **everybody** written his exercises?
Let **each** take his turn.
Has **everybody** finished his dinner?
Every kind of bird has his own song.
Every one must judge of his own feelings.
Nobody in his senses will—.
Everybody present had his hat on.
If **anyone** is needy it behooves him to apply.

103

ANYBODY ELSE'S IS CORRECT

PRACTICE

Have you seen **anybody else's** hat in the room?
Yes, I have found **some one else's** hat.
It was **somebody else's** fault.
The automobile is **no one else's** than John's.
John said that it was **somebody else's** coat.
Everybody else's signature is desired.

104

WRITE IT COÖPERATE AND NOT CO-OPERATE

There is a tendency in English to eliminate the hyphen entirely in compound words.

There are no words in the Dictionary which require **co** to be compounded with a hyphen.

105

PREDICATE ADJECTIVE

Note that copulative verbs take a predicate adjective.

PRACTICE

It **smells** bad.
It **sounds** bad.
You **look** bad.
It **tastes** sweet.
You **appear** healthy.
It **feels** smooth.
He **seems** cheerful.
I **feel** glad.
She **looked** beautiful.
The stars **look** bright.
The piano **sounds** different since—
He **remained** silent.
The day **grew** dark.

106

LEARN AND TEACH

Learn, means to acquire knowledge.

PRACTICE

I expect to **learn** how to skate.
We **learned** how to swim last summer.
He **learns** rapidly.
Have you **learned** your lesson?
James and I **learned** how to drive an automobile.

Teach, means to impart knowledge.

PRACTICE

Let me **teach** you how to write.
Mother, **teach** me how to sew.
I will **teach** you French.
Teach me thy ways.
Mother **taught** me to make bread.
Father **taught** Fido a trick.

107

GOOD AND WELL

Good, an adjective stating quality.

PRACTICE

I think your pictures are very **good.**
He is a very **good** man.
Does your candy taste **good?**
This cake looks **good.**
This apple is uncommonly **good.**

Well, an adverb stating either manner or degree.

PRACTICE

My location pleases me **well.**
I cannot write very **well.**
John is **well** in advance of us.
He plays **well.**
Did you sleep **well** last night?

108

WERE

"If I were" meaning contrary to fact or reality.

PRACTICE

I would go **if I were** you.
If I were you, I would.
I should be happy **if I were** at home.
I should be ashamed **if I were** he.
If I were sure of it, I—

What would you do **if you were** in my place?
If I were in your place, I should—
If he were at home, I should—
I would be a minister **if I were** you.
He acts **as if he were** foolish.
You speak **as if I were** familiar with it.
He looks **as if he were** rich.
He walks **as if he were** a king.

109

PLURALS FORMED BY ADDING S

canto	cantos
piano	pianos
solo	solos
proviso	provisos
lasso	lassos
junto	juntos
octavo	octavos
banjo	banjos
contralto	contraltos
dynamo	dynamos
halo	halos
quarto	quartos
stiletto	stilettos
chromo	chromos
oratorio	oratorios

110

"I ARE"

There is a humorous story about Charles Dickens and Lindley Murray, the grammarian: "Some spiritualists were once very anxious to persuade Charles Dickens to become a spiritualist, and he was once persuaded to attend a seance, so that he might become converted to spiritualism. They asked him whose spirit he would like to appear, and he said, 'Lindley Murray.' Soon they told him, 'Lindley Murray is in the room,' and he said, 'Are you Lindley Murray?' And the 'spirit' answered 'I are!' All hope of making Charles Dickens a spiritualist was gone from that moment."

111

PLURALS FORMED BY ADDING ES

buffalo	buffaloes
echo	echoes
motto	mottoes
bravo	bravoes
hero	heroes
cargo	cargoes
mosquito	mosquitoes
negro	negroes
potato	potatoes
tomato	tomatoes
volcano	volcanoes

112

FORMING PLURALS

Singular	Plurals
cupful	cupfuls
spoonful	spoonfuls
man-servant	men-servants
woman-servant	women-servants
Knight Templar	Knights Templars
ox-cart	ox-carts
court-martial	courts-martial
sister-in-law	sisters-in-law
forget-me-not	forget-me-nots
man-of-war	men-of-war
Postmaster-General	Postmasters-General
runaway	runaways
Englishman	Englishmen
German	Germans

113

CAN AND COULD

Can and **could** express ability, power.

PRACTICE

George **can** ride a bicycle.
William **can** swim.

Could we climb that mountain?
Could you go with me?
I could work for you to-morrow.

Both **can** and **could** are potential verbs; both are correctly used to express ability to act or do.

114

Brother "Thinks I" is a full-blooded relative of Sister "Sez I, I sez."

PRACTICE

I thought that—
I thought that they might attend.
I thought that it would be satisfying.
I thought to myself, I will see him.

EPH

E stands for Eph, the backward lad.
And thus Eph talks, poor Kid,
"It was a big crowd, it was,
We had a fine time, we did."

115

"SAFE" OR "SAFELY"

It is correct to say either

William arrived **safe** or
William arrived **safely**
because the meaning in each case is the same.

116

BETTER AND BEST

When choosing between **two** objects, use the comparative **better.**

PRACTICE

Of the **two** children, I like the younger **better.**
Of the **two** houses, I like the larger **better.**
Of the **two** apples, I like the sour one **better.**

When choosing between **more than two** objects use the superlative **best** or **most.**

PRACTICE

It is the **best** of all.
It is the **most** perfect of all.
It is the **most** interesting of all the books.

117

POSSESSIVE CASE

Neuter nouns are not usually put in the possessive case.

PRACTICE

The branch of the tree.
The knob of the door.
The wall of the house.
The pocket of the coat.

's added to nouns of masculine and feminine gender indicates ownership.

PRACTICE

The boy's sled.
The girl's skates.
William's book.
Exceptions: A day's walk, a night's sleep.

118

ITS BEING HE

I had no thought of its being he.
He had no thought of its being she.
I had no thought of its being they.
They had no thought of its being I.

Being, when thus used requires the nominative case (he, she, I, they).

119

LEND AND LOAN

Lend, is a verb.

PRACTICE

Lend me your pen, please.
Have George lend a hand.
I will lend you my automobile.
We must lend him some money.
He lent his watch to me.

Loan is a noun.

PRACTICE

The loan is due.
He made me a loan of ten dollars.
The loan is negotiated.
The bank will make the loan.
I would like a loan from you.

Loan is, in financial language, occasionally used as a verb.

120

PRACTICE

WHOM

From whom is the present?
For whom do you take me?
The man, whom I saw, was—
Stevenson is an author whom I enjoy exceedingly.
By whom was the story written?
Whom did you see?

For **whom** are you working?
To **whom** are you writing?
To **whom** were you talking?
I don't know for **whom** to ask.
To **whom** did you give the parcel?

121

WERE

"You" requires were, when the meaning is singular.

John, **you were** late.
George, **you were** late.
William, **you were** not at home.
Charles, **you were** absent yesterday.
Harry, **were you** at home yesterday?

When one of two or more nouns joined by "or" and used as subject of a verb is plural, the verb must be plural:

One **or** two **were** there.
An example **or** two **are** needed to illustrate the rule.
One **or** more **were** absent.

122

"WISH" REQUIRES WERE

I **wish** he were here.
I **wish** I were in California.
I **wish** I were an American.

I wish I were in Dixie.
I wish he were alone.
I wish I were worth a million dollars.

123

ELIMINATE "KIND OF" AND "SORT OF"

Use very and rather.

PRACTICE

I feel very sorry.
The milk is rather sour.
My coffee is very sweet.
It is rather cold this morning.
He is rather tiresome.
I felt very certain that—
I think they are very fine people.
The wind is rather strong.
He seems rather clumsy at his work.

124

HOW TO USE SHALL AND WILL

SIMPLE FUTURE

I Shall

I shall go to New York to-morrow.
I shall meet you Wednesday afternoon.

You Will

You will have a pleasant time.
I hope you will come.

He Will

He will assist you when you arrive.
James will inform you of it.

FUTURE, MEANING DETERMINATION

I Will

"I will never leave you nor forsake you."
I will not go with him.

You Shall

You shall go with him.
You shall not be so selfish.

He Shall

He shall be punished.
They shall obey our laws.

Note that the wills and shalls change places when you introduce **determination.**

125

FORMING PLURALS

Note that with a vowel before y, the y is followed by s.

Singular	Plural
vall (e) y	valley (s)
chimn (e) y	chimney (s)
turk (e) y	turkey (s)

Note that with a consonant before y the y is changed into ies.

la (d) y	lad ies
ci (t) y	cit ies
ar (m) y	arm ies
fai (r) y	fair ies

Note that some nouns ending in f, have, the plural ending ves.

bee (f)	bee ves
el (f)	el ves
hal (f)	hal ves
cal (f)	cal ves
shea (f)	shea ves

126

ELIMINATE "A LOT" OR "LOTS"

Lot, means a part, a distinct part.

He has **plenty** of money.
We had **plenty** of fun.
We had **plenty** of time.
I know **plenty** of people who—
There were **plenty** of seats.

127

WHO, WHICH, THAT

Who, is used for persons.

He is the man **who** came on the train.
There are many persons **who** cannot swim.
It was he **who** said it.

Which, is used for animals, plants, and inanimate things.

The cat **which** my aunt liked is dead.
A window **which** faces the road.

That, is used for persons, animals, plants, and inanimate things.

He is the same **that** he has always been.
The dog **that** we owned is dead.
This is the book **that** I spoke of.

128

LET AND LEAVE

Let, to permit.

Please **let** me take your basket.
I will **let** Charles go with you.
He **let** the cat out of the bag.
Let the dog in the room.

Leave, to let remain.

I will **leave** the matter as it is.
Leave them to themselves.
I shall **leave** the package at your house.

129

MANY AND MUCH

Many, refers to number.

We saw as **many** as twenty trains.
How **many** automobiles has he?
Are there **many** pages in the book?

Much, refers to quantity.

He has had **much** trouble.
How **much** more do you want?
Do you want **much** sugar?

130

LET REQUIRES THE OBJECTIVE CASE

Mother, please let **you and me** go riding.
Mother, please let **Henry and me** go sliding.
Mother, please let **us** have some cookies.

131

AIN'T

The prim young woman from New England who was devoting herself to the education of the negro in a Southern school told one of her small scholars to bring a bucket of water from the spring.

"I ain't gwine fotch no water," he whined rebelliously.

"Oh, Enh!" she protested, "you mustn't

say that. Don't you remember how I have taught you: First person, singular, I am not going; second person, you are not going; third person, he is not going. Plural: First person, we are not going; second person, you are not going; third person, they are not going. Now, Eph, do you understand it perfectly?"

"Yas'm, I und'stand—ain't nobody gwine."—*Collier's.*

132

WHEN ONE WORD ANTICIPATES ANOTHER

She is **both** talented **and** beautiful.

If you will not go **then** I will not go.

He was **not only** a great artist **but also** a great sculptor.

James is **as** tall **as** you.

James is not **so** tall **as** William.

Either come into the house **or** close the door.

Neither cold **nor** snow hindered him.

I have purchased **such** things **as** he desired.

Though he could not swim **yet** he kept afloat.

I know not **whether** to go **or** to remain.

133

THE GRAMMAR FAMILY

A NOUN names something.

A PRONOUN stands in the place of a noun.

A VERB expresses action.
An ADVERB tells how, when, where, or in what degree.
A CONJUNCTION connects.
An ADJECTIVE describes.
A PREPOSITION indicates relation.

He was already at the beautiful gate.

He, a pronoun;
Was, a verb;
Already, an adverb;
At, a preposition;
The, an article;
Beautiful, an adjective;
Gate, a noun.

134

WHO

PRACTICE

Who is he?
Who was she?
Who would be willing?
Who gave it to you?
Who could be so cruel?
Who do you think will be elected?
Who do you think he is?

135

ITS AND IT IS (IT'S)

Its is the possessive case of the pronoun "it."

PRACTICE

Its history is glorious.
Its head is hurt.
Its length is ten inches.
The child followed its mother.
Its mountains are grand.
She sewed on its blanket.

It's is a contraction of "it is."

PRACTICE

It's a long time yet.
It's a pity that—
It's my choice now.
It's now time to go.
It's true that I saw him.
It's impossible for me to—

136

INFINITIVE PRESENT

When an *infinitive* refers to a time coincident with, or later than that of the verb in the predicate, the *present tense* should be used.

PRACTICE

He wished me to go with him.
I expected to find him.
He meant to write.
I intended to write.
They decided to do the opposite.

137

YOU AND ME

PRACTICE

It is a present for you and me.
It makes no difference to you and me.
Every one is going except you and me.
Uncle asked you and me to go with him.
Wait for Charles and me.
Will you go with Edgar and me?

138

YOU AND I

PRACTICE

You and I were both invited.
You and I have seen happy days.
Shall you and I go to town?
When you and I are older we will—
Suppose you and I take a walk.
Who will go? Charles and I.

139

FORMING PLURALS

Singular	Plural
Mr. Wilson	The two Mr. Wilsons Messrs. Wilson
Miss Walton	The two Miss Waltons Misses Walton
sheep	sheep
+	+'s
Major Rutledge	The Majors Rutledge
8	8's
M	M's
five-per-cent	five-per-cents
why	why's

140

WHEN "GOT" IS CORRECT

"Got" is correct when it is used as a part of the verb "get," meaning to obtain something.

Its use is in the past tense (got) and the past participle (gotten).

PRACTICE

It was hard to get, but I **got** it.
Father said that William **got** the position.
I **got** the book I went to get.

He got along nicely.
He had **gotten** his maps together when—

Note that "got" is omitted when the present tense of **have** denotes possession or necessity.

PRACTICE

I have my satchel.
I have some strawberries for you.
Have you a knife?
We **have** our tickets.
The boy **has** blue eyes.
She **has** a lovely disposition.
I have to go.

141

WHY "HAD OUGHT" IS INCORRECT

Ought is a defective verb; i.e., it does not possess all the tenses. Ought in modern English is present tense, not past. The past perfect (had) is missing. Hence to insert "had" is incorrect, because it is inserting a tense which does not exist for the word ought.

PRACTICE

Do you think I **ought** to aid him?
I don't suppose I **ought** to have gone.
Such deeds we **ought** to condemn.
The Government **ought** to be more generous.

142

HOW TO USE "LAY" AND "LIE"

Note the foundation of lay and lie and where the trouble arises in their use.

	(To recline)	(To place)
Present	lie	lay
Past	lay	laid
Past Part.	lain	laid

One is apt to confuse the present tense form of lay (to place) with the past tense form of lie (to recline).

143

LAY

Lay means to place. An object is required. We must **place something.**

PRACTICE

Lay the candy on the shelf.
Charles, **lay** the book on the shelf.
Will you **lay** aside your work?
I will **lay** it aside.
He **lays** his plans well.

He **laid** the candy on the shelf.
Charles **laid** the book on the shelf.
He **laid** aside his work.
The mason **laid** the bricks in mortar.
The hen **laid** these eggs yesterday.

He is **laying** the candy on the shelf.
He **has laid** the candy on the shelf.
He **has laid** his work aside.

144

LIE

Examples of the use of "lie." Lie means to recline. No object is required; that is we do not lie anything.

PRACTICE

The candy **lies** on the shelf.
It **lies** on the table.
The cat **lies** on the chair.
Grandma has gone to **lie** down.
Let Henry **lie** in bed awhile.

The bird **lay** dead.
I **lay** on the sofa awhile.
Henry **lay** in bed until ten o'clock.
Mother **lay** down yesterday.

The candy **has lain** on the shelf since—
Mother **has lain** down awhile.
Henry **has lain** down four times to-day.
The rug **has lain** smooth for some time.

145

PRACTICE

WE

He knew it was **we**.
It was **we** whom you saw.
We boys are going to school.
Our parents are wiser than **we**.
The Williamses, as well as **we**, are invited to—
They think it is **we** who are calling.
It is **we** that are going.
Should you like to be **we**?
They are no worse off than **we**.
Our friends and **we** are going to—
We Americans.

146

CARE NEEDED

Care needed when a singular subject is followed by a phrase containing a plural noun.

A carload of horses **was** shipped.
The number of depositors **has** greatly increased.

A bill of goods **was** found.
None of the men **understands** you.
A party of friends **is** coming.
The class of girls **was** disappointed.
The fleet of vessels **is** a pretty sight.
The formation of paragraphs **is** important.
Every one of us **has** had this feeling.

Collective nouns sometimes take a singular and sometimes a plural verb. It depends upon whether the idea conveyed is of a unit or of plurality:

A **number** of men and women **were** present.

The greater **part** of the grammarians **were** in accord on this point.

None (not one), to be strictly grammatical, takes a **singular** verb.

147

OBJECTIVE CASE

The object of a preposition is in the Objective case.

PRACTICE

Between **you and me.**
For **you and me.**
Unto **you and me.**

Between **him and me.**
For **him and me.**
Unto **him and me.**

Among them.
With him.
From him.

148

SOME FACTS ABOUT IS, ARE, WAS, WERE

Propositions that are true or false for all time, or irrespective of time, should be expressed in the present tense.

PRACTICE

I couldn't remember what my own name is.
He explained that the account is made up of such and such items.
I couldn't remember what is the name of the Company.
The children were taught that the earth is round.
Didn't you know that the Woolworth Building is the highest habitable building in the world?
What is the name of the place where Major André was captured?
What is the name of the author of **Romola**?
Didn't you think I knew how separate is spelled.
I always knew that Hindenburg and Ludendorf are Germans.
I knew that two and two are four.

149

ADVERB PRACTICE

Note that an adverb tells **how, when, where, how much**, or in **what** degree.

She sings **sweetly.**
She differed in **almost** every respect from—
She did **remarkably** well.
He is **somewhat** better
She speaks **slowly.**

III

Studies in Pronunciation

(a) Accent Practice
(b) Articulation Practice
(c) Enunciation Practice
(d) Word Practice

150

KEEP OUT OF THE ALLEYS

Sound ă, as in ăm;
ī, as in īce.

Apply the sound to
ă līz′
Allies

It is well to be on the side of the **Allies** even in pronunciation.

151

EXPERT

The accent is on the first syllable, if the word is used as a noun; on the second syllable, if it is used as an adjective.

An **ex′pert** has been defined as an ordinary man a long way from home.
He was not **ex-pert′** in his profession.

152

NOT YOUR BOY

Note the accent on the first syllable.

Sound ĭ, as in ĭll;
ŭ, as in ŭp, and apply
the sounds to
mis′ chief (chĭf)
mis′ chievous (chĭ-vŭs)
mis′ chievously
mis′ chievousness

(The accent remains on the first syllable.)

Repeat (1) to (4) consecutively five times.

(1) The mischievous boy stole the handkerchief.
(2) You are a little mischief-maker.
(3) He looked so mischievously at me.
(4) The children are full of mischievousness.

153

ALTERNATIVE

INSTRUCTIONS

Note that the initial a is sounded as ă in ăm. Accent the ter′.

(Repeat the following sentences ten times.)

There is no other al ter′ na tive than to appoint him the al ter′ nate.
Almira was appointed al ter′ nate.

154

A PICAYUNE PERFORMANCE

pic a yune′

I do not care a picayune.

(Are you sure you have the accent on the last syllable?)

155

FINE FOLKS

INSTRUCTIONS

Repeat (1) to (6) consecutively several times. Keep the accent on the first syllable.

(1) hos′
(2) hos′ pi
(3) hos′ pi ta
(4) hos′ pi ta ble
(5) A very hos′ pi ta ble people.
(6) They are a very hos′ pi ta ble family.

(You will have occasion to say (5) and (6) quite frequently. Say them correctly.)

156

A WISE MOTHER

Sound ŏ, as in ŏdd;
ĕ, as in mĕt.

Apply the sounds to

blŏc'hĕd

blockhead (blŏk'hĕd')
forehead (fŏr'ĕd)

(Repeat)

The blockhead had a peculiar forehead.

"Why do you tell that blockhead the same thing twenty times?" asked the father of John Wesley. "Because," replied the wise mother, "if I told him but nineteen times all my labor would be in vain, while now he will understand and remember."

157

TAKE YOUR CUE FROM

Her cu'
Her cu' le
Her cu' le an
She was saved by Her cu' le an efforts.

158

AS A COLLEGE YELL

INSTRUCTIONS

Give (1) to (6) rapidly, as a College Yell is given.

1) ly ce′
(2) ly ce′
(4) ly ce′ um
(5) ly ce′ um
(6) ly ce′ um

159

INDISSOLUBLE

INSTRUCTIONS

Keep in mind continually that the general plan of this book is to present the first or preferred form only; the first or preferred accent, pronunciation, and spelling.

In the following word we are to place the accent on the second syllable.

Begin with (1), then the next line, and the next to the end. Repeat this five times.

(1) in dis
(2) in dis′ so
(3) in dis′ so lu
(4) in dis′ so lu ble

(5) In the in dis′ so lu ble vows of honor.
(6) In the in dis′ so lu ble bonds which real love begets.

Suggestion

For supper-table practice let each member of the family repeat (6).

160

ACCENT ON THE FIRST SYLLABLE

ŏ sounded as in ŏdd.

con′
con′ ver
con′ ver sant
I am not con′ ver sant with the situation.
I am not con′ ver sant with the theory.

161

A FIGHTER

INSTRUCTIONS

Repeat (1) to (6) consecutively, ten times.

(1) com′
(2) com′ bat

(3) com′ bat ant
(4) com′ bat ive
(5) In a com′ bat ive mood.
(6) He was in a com′ bat ive frame of mind.

162

WRATHY?

INSTRUCTIONS

Begin with (1) then consecutively the list.
ē, as in ēve.

(1) ve′
(2) ve′ he
(3) ve′ he ment
(4) With most ve′ he ment language.
(5) Very ve′ he ment speech.

(Repeat the above ten times.)

163

PARTY GAME PRONUNCIATION

Repeat (1) to (7) consecutively, and as rapidly as possible.

(1) in dis′
(2) in dis′ pu
(3) in dis′ pu ta

(4) in dis′ pu ta ble
(5) in dis′ pu ta ble right.
(6) With an in dis′ pu ta ble right to justice.

(Try this as a Party Game.)

164

ACCENT

INSTRUCTIONS

Repeat (1) to (5) consecutively ten times.
This is fine also for lip practice.

(1) in ex′
(2) in ex′ pli
(3) in ex′ pli ca
(4) in ex′ pli ca ble
(5) In the most in ex′ pli ca ble manner.

(Try (5) at the supper-table.)

165

ACCENT

INSTRUCTIONS

Keep the accent carefully placed.
Begin with (1), then consecutively to (9).
Repeat (9) ten times.

(1) rev′
(2) rev′ o
(3) rev′ o ca
(4) rev′ o ca ble
(5) ir rev′
(6) ir rev′ o
(7) ir rev′ o ca
(8) ir rev′ o ca ble
(9) The ir rev′ o ca ble laws of Justice.

(Use for Party Game pronunciation.)

166

WORKERS NOT SHIRKERS

INSTRUCTIONS

Keep your attention fixed upon the first syllable. Note the cumulative force of the impression of the correct accent, as you pronounce the illustrations (1) to (6) consecutively.

(1) in′
(2) in′ dus
(3) in′ dus try
(4) Practice in′ dus try.
(5) The in′ dus tries of the world.
(6) Accent in′ dus try on the first syllable.

167

A CASE FOR SPECIAL HEED

Repeat (1) to (5) ten times.

(1) Will you please in quire′ whether—
(2) I have come to in quire′ if you—
(3) What was your in quir′ y?
(4) Kindly repeat your in quir′ y?
(5) He is making an in quir′ y.

Note that in every case the accent is on the quire.

168

YOUR BISHOP

INSTRUCTIONS

Note the ī, as in ice;
ŏ, as in ŏdd;
ê, as in êvent;
ă, as in ăm.
c, like s.

Apply these sounds to the syllables as indicated.
Repeat from (1) to (5) ten times rapidly.

(1) dī ŏc′
(2) dī ŏc′ ê
(3) dī ŏc′ ê săn

(4) di oc′ e san
(5) A di oc′ e san Bishop.

(Relate some stories about the clergy.)

169

ACCENT THE "EGGS"

Sound ĕ, as in mĕt;
x, as gz;
â, as in senâte;
ĭ, as in ĭll.

Apply the sounds to

ĕg′ zĕm plâ rĭ
ex′ em pla ry
A very ex′ emplary young man.
In a very ex′ emplary manner.
An ex′ emplary spirit was shown.

170

PORTRAIT

Lesson: To keep the accent on the first syllable.

Sound ō, as in ōld;
â, as in senâte.

Apply the sounds to

pōr′trȧt

portrait

Merchant (to *portrait* painter): "How much will you charge to paint my *portrait* if I furnish the paint?"—*Fliegende Blätter.*

171

GIVE HEED

LESSON: To keep the accent on the first syllable.

PRACTICE

If you were afflicted with **chil′blains** you would heed.

I am almost ill with **chil′blains.**

Do your children have **chil′blains?**

Can **chil′blains** be cured?

172

A DIFFICULT ACCENT

LESSON: To keep the accent on the first syllable.

Pronounce ă, as in ăm.

Apply the sound to

(1) lam′
(2) lam′ en
(3) lam′ en ta
(4) lam′ en ta ble
(5) It is a lam′ en ta ble fact that—

Repeat (1) to (5) consecutively.

173

ACCENT

Mr. Har′ris was har′assed by the activity of the burglars.

174

NOT THE AIR

LESSON: To keep the accent on the first syllable, and to say er in the second syllable.

Sound ā, as in āle,
and apply the sound to

ā′
ā′er
ā′ er o
ā′ er o naut
aeronaut
Aeronaut say naught.

You ought to be an aeronaut.

175

A YELL

Sound ā, as in āle, and give the following as a College Yell.

rā′
rā′
rā′ mus
ig no rā′ mus
rā′
rā′
rā′ mus
ig no rā′ mus

176

NOT SO CLEAR

Clair means clear.
Voyant means seeing.

Our lesson is to keep the accent on the second syllable.

clair voy′
clair voy′ ant

Henry Ward Beecher, while traveling in England, was asked by his host on one occasion if he would like to talk with his father, who had been dead ten years. Mr. Beecher

replied that it would be a great pleasure. So the clairvoyant went into a trance, and Lyman Beecher made his speech. After the performance was over his host desired to know what he thought of it. Mr. Beecher replied: "Well, all I have to say is that if I deteriorate as fast as my father has, by the time I am dead ten years I shall be a natural born fool."

177

ACCENT

a dult′

Make a mental picture of this word.

Fix the accent with your eyes, speak the word, and thereby fix it more deeply with your ears.

Repeat the phrase

" An adult class "

ten times, giving the proper accent.

178

ACCENT

INSTRUCTIONS.

Repeat (1) to (5) consecutively and rapidly.

(1) or′

(2) or′ ches

(3) or′ ches tra

(4) A splendid or′ ches tra
(5) We had seats in the or′ ches tra circle near the orchestra.

179

WHEN YOU ARE ILL

ACCENT

He is an allopath′ ic physician.
He practices allop′ athy.

He is a homeopath′ ic physician.
He practices homeop′ athy.

Suggestion

Relate some stories about the doctors.

180

DISTINCT ARTICULATION AND ENUNCIATION

PRACTICED EVERY DAY WILL MAKE THE MOUTH AND LIPS MOBILE, EXPRESSIVE, AND FULL OF CHARACTER

DIFFICULT PHRASES

Welcoming him
Where moth and dust doth corrupt
Under the necessity of
Don't you

Let me
I don't know
Won't you
Can you
Will you
Did you
Could you
I can get it
It is not particularly helpful to—
It is difficult to prove purity to an impure person
It is not necessarily so

181

ALL YOUR ARTICULATING POWERS NEEDED

breadths	breadths
thousandths	thousandths
twelfth	twelfth
lengths	lengths
eighths	eighths
elevenths	elevenths
widths	widths
depths	depths
tracts	tracts
tracks	tracks
breaths	breaths

182

THEOPHILUS THISTLE

"Theophilus Thistle, the successful thistle-sifter, in sifting a sieveful of unsifted thistles, thrust three thousand thistles through the thick of his thumb. See that thou, in sifting a sieveful of unsifted thistles thrust not three thousand thistles through the thick of the thumb."—*Selected.*

183

A PAGE OF SILENT B'S

PRACTICE

doubt	limb
debt	redoubt
climb	benumb
comb	bombshell
plumb	tombstone
dumb	dumbness
tomb	plumber
lamb	numbness
thumb	

How many b's have you added? Try the list again.

184

LIP PRACTICE

(Repeat several times.)

trans gress′ eth

Whosoever trans gress′ eth the law

185

U

Sound ū, as in stūpid, and apply the sound to

(tūz'dă) Tuesday

The **stupid** student failed in Tuesday's examination.

PRACTICE

Words with ū, as in ūse, stūpid.

stupid	suit
tutor	avenue
during	dutiful
institute	tune
durable	tube
duke	

186

THE DIFFICULT ER

Hold the tone of ẽr in wearer, and you will have the tone to be used for er in mercy.

Use the same tone of ẽr in wearer, for all the words given on the next page.

In all the words in the second column the er is simply a longer holding of the tone ẽr in wearer.

PRACTICE

(ẽr) wearer
(ẽr) conqueror
(ẽr) tenor
(ẽr) beggar
(ẽr) friar
(ẽr) dollar
(ẽr) grammar
(ẽr) mortar
(ẽr) Senator
(ẽr) labor
(ẽr) splendor
(ẽr) perambulator
(ẽr) burglar
(ẽr) liar

(ûr) mercy
(ûr) merchant
(ûr) verdure
(ûr) certain
(ûr) clergy
(ûr) sherbet
(ûr) service
(ûr) sermon
(ûr) perfect
(ûr) perch
(ûr) terminus
(ûr) verdict
(ûr) percolate
(ûr) person
(ûr) Sir
(ûr) kernel

187

AR

The år in some words has almost the same pronunciation as ẽr but not quite the same.

Try the column below giving to the a the correct sound for a; that is, å as in påst.

Touch it lightly.

PRACTICE

populăr	globulăr
seculăr	solăr
particulăr	stellăr
pillăr	calendăr
consulăr	nectăr
musculăr	tubulăr
insulăr	oculăr
joculăr	vulgăr

188

SILENT W'S

wholly	hōl′ lĭ
wry	rī
writ	rĭt
wrinkle	rĭn′ k'l
wrought	rôt
wrong	rŏ̂ng
write	rīt
wrist	rĭst
wring	rĭng
wretch	rĕch
wrest	rĕst
wren	rĕn
wreck	rĕk
wreath	rēth
wrath	răth
wrap	răp

toward	tō′ ẽrd
sword	sōrd
answer	ȧn′ sẽr

Are you certain that you are not pronouncing the w's?

Note the heading.

189

THE TH WHICH IS BREATH ONLY

With the tongue against the upper teeth blow your breath.

There is no sound needed for this TH except that of the breath through the teeth.

PRACTICE

cloth	wreath
moth	oath
bath	breath
path	withe
loath	lath

Do not waste your breath, but use it in pronouncing these words with TH.

190

THE HUMMING TH

With the tongue against the upper teeth blow the breath, and at the same time make

a sound in the throat like the humming of a bee.

PRACTICE

with	that
booth	soothe
cloths	smooth
bequeath	sheathe
wreathe	gather
lathe	mother
hither	blithe
those	then
bathe	this

Once again pronounce the list

This sound of TH is indicated in the dictionary by a line through the th thus th.

Remember the bee and keep it humming.

191

FOR A FINE PRONOUNCER

The following exercise is for the purpose of pointing out the heed which one must give to words of three syllables in order to be a fine pronouncer.

An excellent rule for all pronunciation is to speak with your lips as though you were talking to a deaf (dĕf) person.

PRACTICE

i vo ry
mem o ry
re al ly
fac to ry
his to ry
e lev enth
an oth er
trav el er
u su al
vic to ry
fin er y
mis er y
slav er y
reg u lar
op po nent
in ter est

192

WORDS WITH THE SOUND OF Ä, AS IN ÄRM

PRACTICE

father	spark
farm	calf
salve	gape
jaunt	harm
snarl	card
saunter	aunt

193

A AS IN ASK

The pronunciation of a is not child's play. Try this å, as in åsk.

STELLA

Stellå påssed unhappy hours in her clåss. Her teacher, head of the teaching ståff, åsked that she give more heed to the pronunciation of å, as in åsk. But somehow Stellå never could remember to say åsk, she always said ăsk.

One day Stellå saw an ånt climbing up the windowsill near her school seat. It was not the time of recitation and Stellå suddenly thought to write an essay.

This is what she wrote: "While the teacher is chåffing and quåffing from a glåss and the clåss is playing on the gråss, I will try to gråsp at låst, the sound of å in fåst. This ånt is able to climb to advåntage the plåster wall. Wouldn't it do better to take its chånce on a påth under the måss of gråss? I will not gråsp it with my fingers for ånts make me gåsp. I'm not a stånch låss but I'm holding fåst to the låst to the sound of å in åsk to meet my teacher's request that I learn how to pronounce å as in åsk, å as in umbrellå, å as in Stel—

"At låst, my teacher has not åsked in vain. Is it not like the å in my own name?"

194

WHAT A PLURAL DOES TO TH

For the first th, touch your tongue to your upper teeth, and blow your breath gently.

For the second th, do the same thing and at the same time keep the sound going in your throat, as of a bee humming.

PRACTICE

Pronounce distinctly the first word in the first column, and follow this by the first word in the second column. So on through the list.

bath	baths
path	paths
lath	laths
cloth	cloths
moth	moths
oath	oaths
wreath	wreaths

195

LIP PRACTICE

(Repeat rapidly.)

ap pli ca bil i ty
and
ap pli ca ble

196

WHEN SION = ZHUN IN PRONUNCIATION

vision, zhun
decision, zhun
provision, zhun
collision, zhun
occasion, zhun
cohesion, zhun
invasion, zhun
delusion, zhun
conclusion, zhun
derision, zhun

197

LIP PRACTICE

why	drum
bidst	dreamer
bowed	dream
with	width
bread	breadths
breast	abodes
beneath	wrinkles
once	where
dwindl'st	winged
prob'st	beef-broth

your	white wine vinegar
burden	far to go

Old Lady: "O officer, I feel so funny."
Officer: "Have you vertigo, ma'am?"
Old Lady: "Yes, about a mile."

198

GETTING RID OF THE UTYS

This test is to help you to pronounce clearly your itys.

PRACTICE

etern	ity
sanct	ity
un	ity
veloc	ity
felic	ity
qual	ity
avid	ity
celer	ity

Stress lightly and correctly the ity.

199

SILENT E

In the following words e is silent in **en.**

PRACTICE

even	garden
seven	oaken

soften	fallen
wooden	flatten
fallen	open
often	oven
leaven	quicken
eleven	listen
proven	golden
straiten	hasten
hearken	sloven
thicken	chasten
kitten	stolen
silken	swollen

Exceptions: aspen, chicken, hyphen, kitchen, sudden, linen woolen.

This is rather difficult. Try it again.

200

THE SILENT T

PRACTICE

often	hustle
soften	jostle
fasten	castle
hasten	Christmas
chasten	isthmus
christen	apostle
listen	epistle

bustle	mortgage
whistle	chestnut
thistle	hostler
wrestle	bouquet
trestle	depot

201

A PAGE OF WH = HW

PRACTICE

wharf	whit
what	whiff
whack	whine
when	whim
where	whip
wheel	whisk
whew	whiz
whist	why
wheeze	which
whelp	whittle
whence	whistle
wheat	whiffle
while	whimper
white	whiskey

202

O AS IN ODD AND IN SOFT

Practice words for the sound of ŏ, as in ŏdd

God	flog
golf	was

mock	offer
forehead	sorrel
coral	log
office	ostrich
gong	

Practice words for the sound of ô, as in sôft.

lost	often
long	frost
cost	coffee
moss	coffin
oft	dog
across	cloth
gone	scoff

203

SH! SH!

This does not mean to be quiet but to be careful. Careful in the use of Sh.

Practice words with the sh sound.

gracious	nauseate
cautious	gentian
social	militia
charade	suspicious
champagne	artificial
chemise	fiction
machine	ancient

chivalry	anxious
nuptial	censure
vacation	Persia
deficient	Asia
ferocious	Asian
magician	equation
division	sociable
	oceanic

204

WHEN THE E IS SOUNDED IN EL

PRACTICE

chapel	level
towel	kernel
fuel	parcel
counsel	channel
pickerel	flannel
sorrel	label
citadel	novel
rebel	model
cruel	satchel
duel	travel
quarrel	camel
shrapnel	tinsel
vessel	morsel
hovel	barrel

Exceptions: driv'l, shriv'l, sniv'l, eas'l, weas'l, grov'l, shov'l, haz'l, nav'l, shek'l, mussel, tassel.

Note that most words ending in **el** sound the **e**.

Read this page carefully again, and lightly sound the **e** in **el**.

205

LIP PRACTICE

She sells sea shells by the sea shore.
Shoes and socks shock Susan.
Prickly prangly pears.
A crate of crickled crabs.
Crazy Craycrof caught.
He quit quickly.
Cocks crow and crows caw.
Coop up the cook.
The hosts stood still.

(Say this five times.)

206

ENUNCIATION

AE FOND KISS

Ae fond kiss, and then we sever;
Ae farewell, and then forever!
Deep in heart-wrung tears I'll pledge thee,
Warring sighs and groans I'll wage thee.

Who shall say that Fortune grieves him,
While the star of hope she leaves him?
Me, nae cheerfu' twinkle lights me;
Dark despair around benights me.

I'll ne'er blame my partial fancy,
Naething could resist my Nancy;
But to see her was to love her;
Love but her, and love forever.
Had we never loved sae kindly,
Had we never loved sae blindly,
Never met—or never parted—
We had ne'er been broken-hearted.

Fare thee weel, thou first and fairest!
Fare thee weel, thou best and dearest!
Thine be ilka joy and treasure,
Peace, enjoyment, love, and pleasure!
Ae fond kiss, and then we sever;
Ae farewell, alas! forever!
Deep in heart-wrung tears I'll pledge thee,
Warring sighs and groans I'll wage thee!

—*Robert Burns.*

207

ENUNCIATION

Articulate the following in a whisper, and as though you were delivering the words to one who is deaf.

So sweet a kiss the golden sun gives not
To those fresh morning drops upon the rose,

As thine eye-beams, when their fresh rays have smote
The dew of night that on my cheeks down flows:
Nor shines the silver moon one half so bright
Through the transparent bosom of the deep,
As doth thy face through tears of mine give light:
Thou shinest in every tear that I do weep:
No drop but as a coach doth carry thee;
So ridest thou triumphing in my woe.
Do but behold the tears that swell in me,
And they thy glory through my grief will show:
But do not love thyself; then thou wilt keep
My tears for glasses, and still make me weep.
O queen of queens! how far thou dost excel,
No thought can think, nor tongue of mortal tell.

—*Love's Labor Lost.*

208

ENUNCIATION

Particular heed to be given to the sound of s.

For within those fair, celestial regions,
Guarded by the bright, angelic legions,
Felt no more is sorrow's bitter blast.
There the soul from joy no pain shall sever,
There all tears shall pass away forever,
There the spirit find its home at last.

Lovely as the rainbow irridescent,
On the dark cloud's dewy breast,
Gleams through veil of sorrow evanescent
Azure skies of endless rest.

—*Schiller.*

209

ENUNCIATION

GOD'S GIFT TO MAN

When God at first made man,
Having a glass of blessings standing by;
Let us (said he) pour on him all we can:
Let the world's riches, which dispersed lie,
Contract into a span.

So strength first made a way;
Then beauty flow'd, then wisdom, honor, pleasure:
When almost all was out, God made a stay,
Perceiving that alone, of all his treasure,
Rest in the bottom lay.

For if I should (said he)
Bestow this jewel also on my creature,
He would adore my gifts instead of me,
And rest in Nature, not the God of Nature,
So both should losers be.

Yet let him keep the rest,
But keep them with repining restlessness:
Let him be rich and weary, that, at least,
If goodness lead him not, yet weariness
May toss him to my breast.

—*George Herbert.*

210

ENUNCIATION

Fourscore and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place of those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom, and that govern-

ment of the people, by the people, and for the people, shall not perish from the earth.

—*Lincoln's Gettysburg Speech.*

211

ENUNCIATION

For the sake of one's "ings."

The cataract strong then plunges along,
Striking and raging, as if a war waging
Its caverns and rocks among; rising and leaping,
Sinking and creeping, swelling and sweeping,
Showering and springing, flying and flinging,
Writhing and ringing, eddying and whisking,
Spouting and frisking, turning and twisting,
Around and around with endless rebound!
Smiting and fighting, a sight to delight in;
Confounding, astounding, dizzying, and deafening
The ear with its sound.

—*Robert Southey's "The Cataract of Lodore."*

212

ENUNCIATION

PRACTICE

For distinct enunciation.

1. The Lord *is* my shepherd; I shall not want.

2. He maketh me to lie down in green pastures: he leadeth me beside the still waters.

3. He restoreth my soul: he leadeth me in the paths of righteousness for his name's sake.

4. Yea, though I walk through the valley of the shadow of death, I will fear no evil: for thou *art* with me; thy rod and thy staff they comfort me.

5. Thou preparest a table before me in the presence of mine enemies: thou anointest my head with oil; my cup runneth over.

6. Surely goodness and mercy shall follow me all the days of my life: and I will dwell in the house of the LORD forever.

Psalm xxiii.

213

ENUNCIATION

1. Remember now thy Creator in the days of thy youth, while the evil days come not, nor the years draw nigh, when thou shalt say, I have no pleasure in them;

2. While the sun, or the light, or the moon, or the stars, be not darkened, nor the clouds return after the rain:

3. In the day when the keepers of the house shall tremble, and the strong men shall bow themselves, and the grinders cease because they are few, and those that look out of the windows be darkened.

4. And the doors shall be shut in the streets, when the sound of the grinding is low, and he shall rise up at the voice of the bird,

and all the daughters of music shall be brought low;

5. Also *when* they shall be afraid of *that which is* high, and fears *shall be* in the way, and the almond tree shall flourish, and the grasshopper shall be a burden, and desire shall fail: because man goeth to his long home, and the mourners go about the streets:

6. Or ever the silver cord be loosed, or the golden bowl be broken, or the pitcher be broken at the fountain, or the wheel broken at the cistern.

7. Then shall the dust return to the earth as it was: and the spirit shall return unto God who gave it.

8. Vanity of vanities, saith the Preacher; all *is* vanity.

9. And moreover, because the Preacher was wise, he still taught the people knowledge; yea, he gave good heed, and sought out, *and* set in order many proverbs.

10. The Preacher sought to find out acceptable words: and *that which was* written *was* upright, *even* words of truth.

11. The words of the wise *are* as goads, and as nails fastened *by* the masters of assemblies, *which* are given from one shepherd.

12. And further, by these, my son, be admonished: of making many books *there is* no end; and much study *is* a weariness of the flesh.

13. Let us hear the conclusion of the whole matter: Fear God, and keep his commandments: for this *is* the whole *duty* of man.

14. For God shall bring every work into judgment, with every secret thing, whether *it be* good, or whether *it be* evil.

—*Ecclesiastes, xii.*

214

LEND ELLA YOUR UMBRELLA

Take the "umber" out of
um brel la

A certain man had the habit of leaving his umbrellas at the office.

One morning as he was going to business, he sat next to a young lady in the trolley car; and as he rose to get out he absent-mindedly picked up her umbrella. She said, "Pardon me, but this is mine."

He was quite embarrassed.

That night he decided to take all of his umbrellas home with him.

When he got into the car, there sat this same young lady. She leaned forward, as he passed, and said in a low tone, "I see you did pretty well to-day, after all."

215

AGAINST THE "GOVER'MENT"

LESSON: To give government its due; that is, to pronounce the syllable ern.

PRACTICE

gov ern ment
gov ern ment
gov ern ment

216

IMPIOUS IMP

LESSON: To put the "imp" in **imp ious.**

He is always in **impious.**
A very **impious** statement.

217

IN THE DEPARTMENT STORE

"Is this lace washable?"
"Yes, madam, but do not rub it, just wrench it."

—*The Illustrated News.*

Sound ĭ, as in ĭll;
s, as in sŭn, and apply the sounds to

rĭns
Katie, will you **rinse** the dishes?
rĭnst
I have **rinsed** the dishes.
rĭn'sing
Mary is **rinsing** the clothes.

218

I WILLS, I WON'TS, I CAN'TS

The **I wills, I won'ts,** and **I can'ts** is a classification which some give to mankind.

The **I wills** accomplish everything.
The **I won'ts** oppose everything.
The **I can'ts** fail in everything.
The apostrophe makes cant into cannot
can't = cannot

Imagine two boys making answer to the teacher: first boy, I (kăn'not) cannot; second boy, I (känt) can't.

Both boys are correct.

219

GETTING RID OF THE "JUG"

Sound ōō, as in fōōd, and apply the sound to

(1) jōō′
(2) jōō′ gu
(3) jōō′ gu lar
(4) **jugular**
(5) His **jugular** vein was severed.

Repeat (1) to (5) consecutively three times.

220

NO MORE "PAY RENTS"

Sound â, as in câre

Apply the sound to

John did not câre to ask his pârents to buy a pâir of skates.

Children, take these pears to your parents.

221

OIL ON THE ROILED WATERS

Sound oi, as in oil, and apply the sound to

Throw oil on the roiled waters.
The water is roily.
It was the roiliest stream.
Please don't get roiled.
Oil the roily man.

222

METRIC

I met John
He is studying the metric system.

223

AT THE SUPPER-TABLE

May, please pass the tomatoes.
Chester, will you have some chestnuts?
Doctor, will you have a cup of chocolate?
Augustus, will you have some asparagus?
Gertrude, will you have a gherkin?
Samuel, will you have some salmon?
Erasmus, will you have some raspberries?
Mr. Hughes, will you have some gooseberries?

224

ELIMINATE "CHUS"

Sound ŭ, as in ŭp.

Apply the sound to

tŭs
cov′ e tŭs
cov′ e tŭs
cov e tous

He that hateth covetousness shall prolong his days.

A very covetous man.

225

ELIMINATING "YA," "YEH," "UH-HUH"

The word most used and the word most abused in the English language is the good

word "yes." It is a clean cut, well shaped, outstanding word altogether Anglo-Saxon and not to be confused with any other word in our language or in any other.

Minneapolis Journal.

Polite Response

Always accompany "yes" with some other words.

Yes, Mr. Jones.
Yes, Mother.
Yes, Father.
Yes, Charles.
Yes, Officer.
Yes, Sir (in case you are not acquainted).

226

"CATCH ON"

LESSON: To keep the sound of ŏ, as in ŏdd, in the first syllable.

Sound ŏ, as in ŏdd, and apply the sound to
ŏn′
ŏn′ er
ŏn′ er ous
onerous

PRACTICE

With **onerous** duties, heavy to bear.
The **onerous** burdens of life.

227

IMMERSED AND EMERSED

An old negro preacher did the honors and the candidate for baptism was a coal black negro woman. The preacher led his victim far out in the stream, where she could be thoroughly immersed, and at the auspicious moment he cried, in a loud voice:

"Be stiddy, sistah, be stiddy, an' you'll come up whitah dan snow."

"Oh, parson!" she exclaimed, "dat's askin' too much; a cream color'll do!"

—*New York Evening Mail.*

228

"COMFORT YE MY PEOPLE"

LESSON: To keep the accent on the second syllable.

Sound ō, as in ōld;
ŏ, as in ŏdd;
ĕ, as in ĕnd;
c, as k;
c, as s in sun.

Apply the sounds to

kŏn-dō′
kŏn-dō′ lens
condolence

PRACTICE

Letters of **condolence.**
A carefully prepared expression of **condolence.**

229

TO GIVE THE Z SOUND TO S

Sound ŏ, as in ŏdd;
ĕ, as in ĕnd;
s, as z.

Apply the sounds to

lŏz′
lŏz′ ĕnj
lŏz′ ĕnj ĕs
Some **lozenges**, please.

Imagine yourself giving **lozenges** to others, and each time saying, Will you have a **lozenge?**

230

O, AS IN OLD

Venus and Adonis.

ō, as in ōld
A dō′ nis

231

R PRACTICE

Practice your r's by repeating the following: "Robert Rowley rolled a round roll round; a round roll Robert Rowley rolled round. Where rolled the round roll Robert Rowley rolled round?

Pronounce distinctly

You are quite right.

232

ONE FOR THE "ITHERITES," IN THE EYE

Sound ē, as in ēve;
th, as in then.

Apply the sounds to
(ē′ ther) **either**
(nē′ ther) **neither**

(First or preferred pronunciation, as with all words in this book.)

233

DATA FROM DAYTON

LESSON: To sound ā, as in āle, and apply the sound to

dā′ ta
data
Bring the data from Dayton.

234

HEAR

Sound ĕ, as in mĕt.

Apply the sound to

Did the (def) deaf teller tell you of your deficit?
Give a definition of (dĕf) deaf.
definite
Are you (def) deaf?
Always and only (def) deaf.

235

WHAT "FUR," MOTHER?

For
What for?
For the purpose of securing a correct pronunciation of for.

(Use muscular action of the throat and tongue to give the full and correct pronunciation.)

236

CHIROPODIST

Sound ī, as in īce;
ŏ, as in ŏdd;
ô, as in ôbey.

Apply these sounds to

kī rŏp′ ô dĭst
chiropodist

"A noted **chiropodist** was heard to say that he had removed corns from all the crowned heads of Europe."

237

COSMETICALLY BEAUTIFUL

Pronounce ōō, as in fōōd.

Apply this sound to

(1) rōōzh
(2) rōōzh
(3) **rouge**
(4) **rouge**, a beautifying powder.
(5) A box of **rouge**, please.

(Repeat (1) to (5) several times.)

238

VERY MERRY MARY

Sound ĕ, as in mĕt·
ĭ, as in ĭll;
å, as in åsk,
ē, as in ēve;
ā, as in āle.

Apply the sounds to

(vĕr′ ĭ) **very**
(mĕr′ ĭ) **merry**
(Må re′) **Marie**
(vā′ rĭ) **vary**
(wā′ rĭ) **wary**
(Mā′ rĭ) **Mary**

(Pronounce carefully and rapidly.)

239

PERHAPS

Will you remember to pronounce as **two syllables** those which are often slurred into one syllable?

per haps

240

AN OLD JOKE

This might be an old joke.
Usually it is thought of as an edible nut.

Chest usually spells chest, but not in this word.

Sound ĕ, as in mĕt;
t, omit the sound.

Apply to

chĕs′ nut
chestnut

PRACTICE

The opening of the **chestnut** burr.
In an old chest, Chester found a **chestnut** bur.

(careful)

241

WITHOUT GAIN

Note the title.

Sound ĕ, as in ĕnd;
å, as in åsk.

Apply the sounds to

å gĕn′
again

PRACTICE

Say it **again** and **again**.
Are you pronouncing å gĕn′ and å gĕn′?

242

IN THE OFFICE

Sound ā, as in āle;
ē, as in ēve.

Apply the sounds to

rā zhēm′
regime
regime, the prevailing system.

We follow a certain **regime.**
How do you like our office **regime?**

243

A GREAT AFFLICTION

Sound ī, as in īce;
ĭ, as in ĭll.

Apply the sounds to

thī′ sĭs
phthi sis
He had **phthisis** of the thigh.
She had **phthisis** (tuberculosis) of the spine.

244

THE AINS

(Verbs)

Sound ā, as in āle, and apply the sound to

complain (ān)
contain (ān)
entrain (ān)
entertain (ān)
obtain (ān)
ordain (ān)
sustain (ān)

(Nouns)

Sound ĭ, as in ĭll, and apply it to

fountain (tĭn)
mountain (tĭn)
curtain (tĭn)
villain (ĭn)

(Repeat this list twice.)

245

DROP THE "HANK' ER CHIEF"

Sound ĭ, as in ĭll;
ă, as in ăm;

ẽr, as in makẽr;
d, as g in go.

Apply the sounds to

hăng′ kẽr chĭf
handkerchief

Are you sure you said "hăng"?
Are you sure you said "chĭf"?

PRACTICE

The lady dropped her handkerchief and the Chief of Police picked it up.

246

DANGER OF INACCURATE ARTICULATION

A gentleman of a very excitable and emotional nature had the misfortune to lose his third wife. He took the affliction very much to heart, and at the grave was so overcome that he fainted. His friends gathered around him and were fearful for his life. Among them was a German who spoke English brokenly. He stooped down and felt the gentleman's pulse, and, looking up, said: "He's all right; he'll re-wive."

—*The Christian Herald.*

247

SEEMINGLY EASY

LESSON: To give accurate pronunciation to

It
is
due
to
us
that
you
do
your
duty

INSTRUCTIONS: Give the y sound (that of ĭ as in ĭll) before the u in due, and duty.

Sound the ō in do, as ōō in fōōd

Try it again. It is your duty that you do your duty.

248

FOR THE BABY

Sound ĭ, as in ĭll;
ė̆, as in ė̆vent;
ă, as in ăm.

Apply the sounds to

ĭp′ ĕ kak
ipecac

Buy a bottle of ipecac for the baby.

249

ENOUGH SYLLABLES NOW WITHOUT ADDING OTHERS

Rep
re
sent
a
tive

PRACTICE

Mr. X is the representative from our District.

250

GETTING RID OF "LEMME," "DONCHA," "WHATTY Y'," "GONNA," "GIMME"

PRACTICE

INSTRUCTIONS: Give much heed to the consonants.

Repeat this lesson several times.

Try to catch yourself to-morrow saying any of the words in the title.

Let me	Don't you
Let me	Don't you
Let me	Don't you
Let me	Don't you
What do you	Going to
What do you	Going to
What do you	Going to
What do you	Going to

Give me
Give me
Give me
Give me

251

NOT ADAM'S

Lesson: To apply the ĭ sound, as in ĭll, to

rĭb

PRACTICE

rĭb′
rĭb′ ald
rĭb′ ald ry, coarsely offensive language
rĭb′ ald jests
With **ribald** language he proceeded to—

252

MAY AT THE AQUARIUM, AND MACK AT THE AQUEDUCT

Sound ā, as in āle;
ă, as in ăm.

Apply the sounds to

Māy and the children went to the aquārium.
Măck and the children went to the ăqueduct.

253

ELIMINATING THE "BRETH ER EN"

PRACTICE

Will the **breth′ ren** please come forward.
Breth′ ren, we are here to—
I thank the **breth′ ren** for —
Breth′ ren, come to the meeting.

254

BRAINS NEEDED HERE

Sound ĕ, as in mĕt;
ê, as in êvent;
ŭ, as in ŭp.

Apply the sounds to

sĕr′ ê brŭm
cerebrum

A psychologist came upon a hard-working Irishman toiling bareheaded in the street. "Don't you know," said the psychologist, "that to work in a hot sun without a hat is bad for the brains?" "D'ye think," asked the Irishman, "that Oi'd be on this job if Oi had any brains?" —*Selected.*

255

DO YOU "GET" IT?

LESSON: To put "get" into—

Sound ĕ, as in mĕt·
ĭ, as in ĭll;
å, as in åsk;
gh, as g in go.

Apply the sounds to

spå gĕt′ ĭ
Some spaghetti, please.
The Ghetto buys spaghetti.

256

HAVE SOME?

LESSON: To eliminate the y sound.

Sound ō, as in ōld;
å, as in åsk.

Apply the sounds to

sō′ dȧ
sō′ dȧ
A glass of sō′ dȧ, please.

257

IT IS ROOT

Sound ōō, as in fōōd.

Apply the sound to

rōōt
Route
Mr. Root what **route** do you take?
I take the Lake Shore **route**.
I take the same **route**, Mr. Root.

258

A HIT

An old lady, of cheerful disposition, accustomed in a Methodist class-meeting to give her testimony, said, "I have many mercies to be thankful for. I thank God for my two remaining teeth, and I especially thank him that they hit."

LESSON: To give to o the sound of ô, as in ôbey. Note how short the sound is.

Apply it to

mô

mô nĭ

testimony

The o in money has the sound of short u (mŭn).

His testimony cost him money.

Repeat five times.

259

TEN

LESSON: To give the sound of ĕ, as in mĕt, and apply the sound to

tĕn

tĕn′ ĕt

tenets

Ten tenets of grace.

The tenets of his faith are—

260

SHUS

LESSON: To pronounce tious "shus," and spell tious correctly.

PRACTICE

The cinnamon buns were nutritious to the contentious, conscientious clerk.

261

CHILLY? NO

Sound ē, as in ēve;
ā, as in āle.

Apply the sounds to

chē′ lā
Chile

PRACTICE

The price of hay was cheapened in **Chile.**

262

NOT THE RHINE

Sound ī, as in īce;
Sound the d, and apply to

rīnd
rīnd
Remove the **rind,** please.
The **rind** of an orange.

263

MARY AND DAIRY

Sound ā, as in āle;
ĭ, as in ĭll.

Apply the sounds to

Mā′
Mā′ rĭ
Mary

dā′
dā′ rĭ
dairy

PRACTICE

Mary was a **dairy** maid.

264

A WEIGHTY WORD

Shall we pronounce the s? Yes.
But the s has the sound of z.
Do you z?

avoir du pois (**poiz**)
avoir du pois (**poiz**)
avoirdupois

Are you pronouncing the z sound?

265

NOTE THESE FOUR WORDS

honor
heir

honest
hour

In these words and words derived from them the h is omitted in pronunciation.

In all other words beginning with h the h is aspirated; that is, given its value with the breath only.

266

PREVENTIVE

LESSON: To take the "ta" out of

pre
ven
tive

The "ta" is gone.

PRACTICE

Certain preventive measures.

267

"CUE"

Sound ū, as in ūse;
ĭ, as in ĭll
â, as in senâte.

Apply the sounds to

ku′
ku′ lĭ nā rĭ
culinary

PRACTICE

Katie bought a (kūt) cute little kettle for her (kū) **culinary** department.

268

LIKEN IT

Sound ī, as in īce;
ĕ, as in mĕt.

Apply the sounds to (1) to (5) consecutively.

(1) lī′
(2) lī′
(3) lī′ kĕn
(4) lī′ kĕn
(5) lī′ kĕn
lichen

PRACTICE

lichen
I like **lichens**.
You might liken it to a **lichen**.

269

BEETHOVEN

There is a beautiful story, it may be a myth, told of a young girl who was poor and blind. She lived in the city of Bonn, and one evening she sat at an old harpsichord endeavoring to play the Sonata in F. At last she hopelessly cried out, "Oh, that I might hear a really great musician play this wonderful music!" At that moment two gentlemen were passing the open window. One of them was attracted by the music and heard the despairing words. He entered the house and, sitting down at the instrument, played entrancingly. When the little blind girl demanded who the visitor was, he played the Sonata in F. Clapping her hands exultingly, she shouted, "It is Beethoven, the great Beethoven!"

Sound ā, as in āle;
ō, as in ōld;
ĕ, as in mĕt.

Apply the sounds to

Bā′ tō vĕn
Beethoven

270

A NAP

Sound ĭ, as in ĭll;
ĕ, as in mĕt;
å, as in åsk.

Apply the sounds to

sĭ ĕs′ tȧ
siesta

It is said concerning one of the meetings of the Peace Council in Paris, that Signor Tittoni did not want it too early, because he liked to have his *siesta* early in the afternoon. Mr. Lansing did not want it too late, for he wanted to have his drive in the Bois and then his siesta before dinner.

M. Clemenceau then summed up. "The meeting will be at 3," he said. "Signor Tittoni can sleep before it, and Mr. Lansing can sleep after it, and Mr. Balfour and I can sleep during it."

271

WOMEN

Sound ĭ, as in ĭll.

(wĭm′ en) **women**

A fine company of **women** (wĭm′ en).
The **women** (wĭm′ en) came to the social.
A very womanly woman belonged to the **Women's** (wĭm′enz) Relief Corps.

wo **man** (wo͝om′ăn), singular number
wo **men**, plural number

272

MATRONS AND PATRONS

LESSON: To fix the sound of ā, as in āle, in

Matrons are the patrons.

273

A SUGGESTION

Both g's needed

First g sounded like g in mug.
Second g sounded like g in gender.

suggest
suggest

Pronounce carefully these g's.

274

TO ELIMINATE THE SOUND OF E

from brighten.

PRACTICE

We must **bright'n** the occasion a little.
The day will **bright'n**.
Bright'n up.
His spirit will **bright'n** with the coming of day.

275

Sound ä, as in ärm;
ŭ, as in ŭp.

ä′ mŭnd
almond
Oh, those are fine **almonds.**

276

LISTEN TO THE OTHER MAN USE IT

The word means the mental process of exact thinking.

Sound ă, as in ăt;
ĭ, as in ĭll;
ŏ, as in ŏdd;
ŭ, as in ŭp;
ā, as in āle.

Apply the sounds to

(1) răsh
(2) răsh ĭ
(3) răsh ĭ ŏs
(4) răsh ĭ ŏs ĭ
(5) răsh ĭ ŏs ĭ nā′
(6) răsh ĭ ŏs ĭ nā′ shŭn

(Repeat (1) to (6) consecutively several times.)

ratiocination

PRACTICE

I cannot, by any of the processes of **ratiocination,** bring myself to believe that—

277

ELIMINATE THE S SOUND

Sound ĭ, as in ĭll;
ô, as in ôbey;
qu, as kw;
s, sound omitted.

Apply the sounds to
ĭr ô kwoi′
Ir o quois
The **Iroquois** Indians
The **Iroquois** inhabited Central New York.

278

WHISTLING AND WHIST

Sound ĭ, as in ĭll

Apply the sound to

hwĭs′ ling
whistling
Whistling in heaven.
I heard him **whistling.**
A **whistling** boy.

The ladies engaged in a game of **whist.**

A **whist** player.

Whistling in heaven but no **whist.**

279

DIANA'S DIARY

Sound ī, as in īce;
ă, as in ăm;
å, as in åsk;
ĭ, as in ĭll.

Apply the sounds to

dī ăn′ å
Diana

Apply the sounds to

dī′ å rĭ
diary, a daily record

PRACTICE

Diana's diary

280

A RAP

LESSON: To give the correct sound to **a.**

Sound ă, as in hăt;
ĭ, as in ĭll.

Apply the sound to

răp
răp′ ĭn
rapine, means plundering.

The Bedouin were given to **rapine.**
For their **rapine** they should pay the penalty.

281

FINE PRONOUNCERS

LESSON: To pronounce **or** as **er.**

Sound ẽr, as in makẽr, and apply the sound from (1) to (7) consecutively.

(1) ẽr
(2) ẽr
(3) act′ ẽr
(4) act′ ẽr
(5) **actor**
(6) A fine **actor.**
(7) An **actor** of merit.

PRACTICE

Actors are usually fine pronouncers.

282

NOTE THE CHANGES

Sound n, as ng;
ī, as in īce;
ĭ, as ĭ in ĭll.

Apply these sounds to

bron kī′ tĭs
bronchitis
bron kĭt′ ĭk
bronchitic
bron′ kĭ ăl
bronchial

Old man—"I've had the bronchitoes. They got me last fall and again this spring."

283

HEINOUS

Sound ā, as in āle;
ŭ, as in ŭp.

Apply the sounds to
hā′ nŭs
heinous
It was a **heinous** crime.

284

SECKEL AND SICKLE

Sound ĕ, as in ĕnd;
ĭ, as in ĭll.

Apply the sounds to

sĕk′ l
seckel

He shipped **seckel** pears to Boston.

sĭck′ l
sickle

He used a **sickle** to trim the grass.

285

MIRAGE

Sound ä, as in ärm;
ė, as in ėvent.

Apply the sounds to

mė räzh′
mirage

The **mirage** of the desert.

286

ELIMINATING THE "FRIG"

Sound ĭ, as in ĭll;
å, as in åsk;
ē, as in ēve.

Apply the sounds to

frĭk å sē′
fric as see′

Chicken fricassee.
Make it into fricassee for dinner.
Mr. Frick liked fricassee.

287

KIP

Sound o, as in obey;
ĭ, as in ĭll.

Apply the sounds to

pô kĭp′ sĭ
Poughkeepsie
Poughkeepsie is on the Hudson River.
I live in Poughkeepsie.
Poughkeepsie is a fine city.
Kippered herring are sold in Poughkeepsie.

288

SWEET

Sound ā, as in āle;
ē, as in ēve.

ā lēt′
élite
One of the élite whom I want you to meet.
She belongs to the élite.

289

PAY AND PA

Sound ā, as in āle.

Apply the sound to

pa′ thos
Filled with pa′ thos.
The pa′ thos of it all.

Sound å, as in åsk.

Apply the sound to

pa thet′ ic
It is really pa thet′ ic to see the—
Too pa thet′ ic for words.

290

OH

Sound ō, as in ōld.

Apply the sound to
jō
jōl
jowl
Cheek by jowl.
The jowl of a fish.

291

COLLOQUIAL

Sound ĕ, as in mĕt;
ŭ, as in ŭp.

Apply the sounds to

wĕs′ kŭt
waistcoat

292

WHEN YOU GO MARKETING

Sound ĭ, as in ĭll;
ĕ, as in ĕnd.

Apply the sounds to

Boston (lĕt′ĭs) lettuce.
Let us buy some Boston lettuce.

293

G, ITS J

Sound g as j, and apply the sound to

trag′
trag′ edy
tragedy

"It is one of the greatest *tragedies* of life that every truth has to struggle to acceptance against honest but mind-blind students."

Dr. Osler.

294

FINE

Sound ī, as in fīne.

Apply the sound to (1) to (4) consecutively.

fī
fī′ nis
That is fine. **Fīnis.**
This is the end. **Fīnis.**

295

QUICK

Sound ŏ, as in ŏdd;
ō̆, as in ō̆bey;
ĭ, as in ĭll.

Apply the sounds to

dŏn kwĭk′ sō̆t
Don Quixote
Be quick and vote for **Don Quixote.**

296

PUTTING "IT" IN ITALIAN

it
(it) alian
(It) alian
Italian

Historic Italy sends to America many splendid Italians.

297

A SNAP

LESSON: To pronounce ī, as in īce.
Sound ū, as in ūse;
ė, as in ėvent;

Apply these sounds to

sī′
sī′ nė
sī′ nė kūr
Sinecure, an office of little responsibility.

It was no sinecure.

298

WHEN UR IS SOUNDED AS U, IN UP

LESSON: To pronounce correctly the ur in resurrection.

Sound s, as z;
ŭ, as in ŭp.

Apply the sounds to

rez ŭ rĕk′ shŭn
resurrection
"I am the resurrection and the life."
The resurrection day.

299

WHEN YOU TALK WITH YOUR NEIGHBOR

You may have a better chat with your neighbor if you are confident about the pronunciation of the names of shrubs, herbs, and flowers.

Sound ŭ, as in ŭp;
ĭ, as in ĭll;
ĕ, as in mĕt;
ă, as in ăm;
ä, as in ärm;
ī, as in īce;
ē, as in ēve;
ô, as in ôbey;
å, as in åsk

Apply these sounds to

Mul lein (mŭl′ĭn)
Lobe lia (lô-bē′lĭ-å)

Gin seng (jĭn′sĕng)
Lav en der (lăv′ĕn-dēr)
Mar jo ram (mär′jō-răm)
Jas mine (jăs′mĭn)
Spi rae a (spī-rē′ȧ)
A za le a (ȧ-zā′lē-ȧ)
Priv et (prĭv′ĕt)
Sy rin ga (sĭ-rĭn′gȧ)
Eg lan tine (ĕg′lăn-tīn)
Hy dran ge a (hī-drăn′jē-ȧ)
Hi bis cus (hī-bĭs′kŭs)
Tan sy (tăn′zĭ)

300

PROOF

LESSON: To secure the correct sound of oo for the last word of the list.

Sound ōō, as in fōōd, and apply it to the list.

PRACTICE

aloof
proof
roof
hoof
The horses' **hoofs**

301

DRUNKEN REVELS

Sound ô, as in ôrb;
ĭ, as in ĭll;
g, as j.

Apply the sounds to

ôr
ôr′ jĭ
ôr′ jĭz
orgy
orgies

It was a regular orgy.

302

A AND A

Sound ā, as in āle, and apply the sound to

Nation and ration

Sound ă, as in răsh, and apply the sound to

national and rational

PRACTICE

The Nation provided rations for the soldiers, which was both national and rational.

303

OUR A'S

A cultured person is known by the pronunciation of his a's.

Sound å, as in åsk;
ä, as in ärm.

Apply these sounds to

It is råther a difficult tåsk.

The beggar asked älms; they gave him an älmond. "Friend," said he, "the pälm belongs to you."

Blåst is about halfway between the Englishman's "blawst" and the American's "blăst."

Do not slip upon the bånänå peel.

304

C WITH THE SOUND OF K

Note c has the sound of k before a, o, and u.

PRACTICE

caterer
efficacy
logical
musical
physical

precocity
colossal
codicil
acute
circuitous
cure
curve
accumulate

305

"CHAW" ING ELIMINATED

LESSON: To give to o the sound of ŏ, as in hŏt.

PRACTICE

Hŏt chŏc′ olate.
A cup of hŏt chŏc′ olate, please
They served hŏt chŏc′ olate.
I like hŏt chŏc′ olate.

306

WHEN G HAS THE SOUND OF J

Note that g has the sound of j before e, i, and y.

PRACTICE

agency
allege
changeable
geometry

gender
longevity
fungi
gibbet
gigantic
illegible
dirigible
laryngitis
legislature
logical
gypsum
gyration
pedagogy

307

WHEN G HAS THE HARD SOUND

Note that g has the hard sound before a, o, and u.

PRACTICE

gigantic
legal
gala
Allegation
gossamer
pedagogy
sarcophagus
gum
fungus

308

CREEK AND CRICK

Judge W. D. Anderson of Tupelo, Miss., relates this occurrence:

"Uncle George Snow, an old ante-bellum negro was introduced for the state. The counsel asked Uncle George which side of Souchatouchee Creek he lived on, to which he replied:

"Which side of the creek do I live on, boss?"

"Yes."

"Gwine up or down the *creek*, boss?"

—*Case and Comment.*

Sound ē, as in ēve;
ĭ, as in ĭll.

Apply the sounds to

krēk

creek

Creek, the beautiful stream of our childhood.

krĭk

crick

Crick, a spasm of the muscles of some part of the body.

309

YOU CAN'T PRONOUNCE IT

LESSON: The correct sound of u.
Sound ōō, as in fōōd

Apply this sound to

trōō′
trōō ly
tru ly
Yours truly, Mr. Dooley.

310

G ITS J

Sound û, as in ûrn;
ĭ, as in ĭll;
g, as j

Apply these sounds to

tûr
tûr′ jĭd
turgid, swollen
A turgid stream.
A turgid style of writing.

311

BEWARE OF THE WITCHES

Sound carefully. Blow the h.

which
Which man?
I am pronouncing which.

312

THE PATRIOTIC MONTH

Sound ĕ, as in mĕt;
ōō, as in fōōd;
å, as in senâte;
ĭ, as in ĭll.

Apply the sounds to

Fĕb′ rōō å rĭ
February

"Root" a little in February.

313

LICK

Lesson: To get rid of the "ish."

Sound ĭ, as in ĭll;
ô, as in ôbey.

Apply the sounds to

(1) lĭk′
(2) lĭk′ ô
(3) lĭk′ ô rĭs
(4) licorice
(5) Alice licked the licorice.

Repeat (1) to (5) consecutively.

314

WHEN EX=EKS

Note in the following words that ex is pronounced eks before consonants. Before c and p particularly.

exploit	exceed
exponent	excavate
explain	excellent
expel	except
expert	exchange
extraordinary	excise
exhale	excess
extol	excite
exquisite	exclude

(Practice this sound in the following.)

ANARCHISTS

The exponents of anarchy have been expelled. They made their exit from New York. This exploit explains how the Government exercises, to the best extent of its knowledge, its extraordinary power of deportation. It is the purpose of the Government not to extol the anarchists. They are excluded because they excite others to excesses. They exceed their privileges; they exchange liberty for license; they exclaim against the Government, and excuse themselves for so doing.

315

th AND th

He whipped him (with) with a (with) withe. I do not know (whether) whether the (weather) weather will be fine.

316

DUE TO "OLD SOL"

LESSON: To sound the ŏ, as in nŏt;

Apply the sound to

sŏl′
sŏl′ stĭs
solstice
The Summer solstice.
The Winter solstice.

317

OH, I C IT IS I

LESSON: To teach that in this word the i is always sounded as ī, in īce.

(1) bī
(2) bī ŏg′
(3) bī ŏg′ rå

(4) bī ŏg′ rȧ fĭ
(5) biography
(6) The biography of Byron.

Repeat (1) to (6) consecutively.

318

OH? NO

Lesson: To give ŏ the sound of ŏ in ŏdd, and apply the sound to

dŏc ile
The doctor had a dŏc ile dog.
He is a dŏc ile creature.

319

WHEN YOU GO ABROAD

Sound ā, as in āle;
ȇ, as in ȇvent.

Apply the sounds to

vȇ zā″d
vizéd
His passport was viséed.

(Repeat ten times.)

320

WHEN C HAS THE SOUND OF S

Note that c has the sound of s before e, i, and y.

PRACTICE

cent
acerbity
citron
sacrifice
physicist
reciprocal
precocity
circuitous
codicil
agency
pungency
recite
city

321

S, AS IN SUN

Sound ĭ, as in ĭll;
s, as in sun.

Apply the sounds to
dĭs
dĭs ŭn′

dĭs ŏn′ ĕst
dis honest
A dis honest man.
S, as in sun, in dishonest.

322

OLD HUNDRED

Lesson: To keep the e sound in hundred.

hundred
One hundred dollars.
Two hundred miles.
(Stress the e lightly.)

323

WORDS WITH A, AS IN ALE

ultimatum
tomato
Mary

324

WHEN THE "W" IS OMITTED

Sound ī, as in īce;
ĕ, as in mĕt;
ō, as in ōld;
o͞o, as in fo͞od.

(rīt′ ing) **writing**
(rĕch′ ed) **wretched**
(rĕs′ ling) **wrestling**
(hōl) **whole**
(hōōp) **whoop**

PRACTICE

The **whole** family, at this **writing**, is **wrestling** with the **wretched whooping**-cough.

325

BOO

Sound ōō, as in fōōd;
ä, as in ärm.

Apply the sounds to
bōō′ dwär
boudoir, a lady's private room.
She went to her **boudoir** bōōhōōing.

326

LIKE VIC′ TIM

Sound ĭ, as in ĭll;
ẽr, as in makẽr.

Apply the sounds to
vĭk′ ẽr
vicar
The **vicar** of Wakefield.
He is the **vicar** of our Parish.
Imagine an old **vicar** on his way to Church.

327

LIKE EAR

LESSON: To apply the sound of ē to ēra.

Sound ē, as in ēve.

Again sound it, ē, ē, ē, ē.

PRACTICE

We live in a new **era.**
Eva predicted a new **era.**

328

ELIMINATING "WATT"

LESSON: To blow the h.
Some breath, and breath only needed.

PRACTICE

Sound ŏ, as in ŏdd.

Apply this sound, and h to

hwŏt
what

Are you really saying what (hwŏt)?
That is what I am saying, what.

329

ALIAS

Sound ā, as in āle;
ĭ, as in ĭll;
ă, as in ăm.

Apply the sounds to

ā′ ĭl ăs
alias

What ails the word alias?
Nothing, if you pronounce it alias.
Again say it, alias.
His name was Smith, alias, "Roper."

330

COO A LITTLE

Lesson: To give the correct pronunciation to ōō.

Sound ōō, as in fōōd;
å, as in åsk;
ĭ, as in ĭll.

Apply these sounds to

å kōōs′ tĭks
a cou stics

PRACTICE

Do you own an acousticon?
The acoustics of the hall are perfect.

331

LUCK

LESSON: To sound x as ks.

Sound x, as in vex;
ŭ, as in ŭp.

Pronounce (1) to (4) three times.

(1) lŭk′
(2) lŭk′ shoo
(3) lŭk′ shoo ri
(4) luxury

PRACTICE

He was in luck, and lived in luxury.
Mr. Lux had few luxuries.

(Name some luxuries and pronounce the word correctly each time.)

" —— is a luxury."

332

THE FIRST PART OF DITTO

Sound ĭ, as in ĭll;
ŏ, as in ŏdd.

kŏn′ dĭt
con′ duit

The conduit carries wires.

He is repairing the conduit.

333

THE IRISH OF IT

Sound ă, as in ăm;
ĕ, as in mĕt.

Apply the sounds to

văl′ ĕt
valet

The story goes that when Congressman Henry Clay Miner arrived at Syracuse, N. Y., as a delegate to the Democratic State Convention and registered "Henry Clay Miner and *valet*," a brawny son of Erin followed him and registered, with a flourish, "Michael Murphy and valise."

334

ELIMINATING THE "BEAU"

LESSON: To sound ōō, as in fōōd, and apply the sound.

PRACTICE

He sent to her a (bōō ka′) **bouquet.**

He was so timid he wouldn't say boo, yet he sent her a **bouquet.**

Bring me a **bouquet** and a **boutonière.**

(Remember; ōō, as in fōōd.)

335

VIE

LESSON: To make the sound of ī, as in īce, and apply it to

(1) **vī′**
(2) **vī′**
(3) **vī′ count**
(4) **viscount**
(5) **Viscount Morley.**
(6) Vie with **Viscount Morley.**

Pronounce (1) to (6) consecutively.

336

CHILDREN

LESSON: To retain some of the sound of e in children.

The **e** in children requires but little sound because it is in an unaccented syllable.

PRACTICE

The **children,** God bless them!
Come in **children,** you are drenched.
(Careful here.)

337

ALMOST REGIMENT

Sound ĕ, as in mĕt;
ĭ, as in ĭll;
g, as j.

Apply the sounds to

rĕj′ ĭ mĕn
regimen

I am under a **regimen** for my health.

Regimen means a systematic course of diet.

A **regimen** for the regiment.

338

NOT MAN

Sound ā, as in āle.

Apply the sound to

mān tān′
maintain
I maintain that he is—
We expect to maintain that—
Maintain is from *manus* (hand) and *tenere* (to hold).

339

WHEN YOU RECEIVE A BOUQUET
(BOO KA′)

It is a point in your favor if you are able to pronounce correctly the names of the flowers.

Sound å, as in åsk;
ĭ, as in ĭll;
ä, as in ärm;
ē, as in ēve;
o͝, as in o͝bey;
ū, as in ūse;
e͝, as in e͝vent;

ẽr, as in makẽr;
ĕ, as in ĕnd;
ŭ, as in ŭp.

Apply the sounds to

PRACTICE

Ca-mel′li-a	(kȧ-mĕl′ĭ-ȧ)
Dahl′ia	(däl′yȧ)
Fuch′si-a	(fu′shĭ-ȧ)
Be-go′ni-a	(bē̇-gō′nĭ-ȧ)
He′li-o-trope	(hē′lĭ-ō̇-trōp)
Tu′lip	(tū′lĭp)
Pe-tu′ni-a	(pē̇-tū′nĭ-ȧ)
Ver-be′na	(vẽr-bē′nȧ)
Clem′a-tis	(klĕm′ȧ-tĭs)
Mi gnon-ette′	(mĭn yŭn-ĕt′)
Zin′ni-a	(zĭn′ĭ-ȧ)
A-nem′o-ne	(ȧ-nĕm′ō̇-nē̇)
Pe′o-ny	(pē′ō̇-nĭ)

340

LIKE NOAH'S ARK

Sound ä, as in ärm;
c, as k.

Apply the sounds to

ärk′ tic
Arctic

Do the **Arctic** zones have the Parcel Post?
An **Arctic** explorer.

341

DON'T TOLL THE BELL

LESSON: To sound ŏ as in ŏdd.

Sound ĕ, as in mĕt;
ŏ, as in ŏdd.

Apply to ĕks tŏl′

I will **extol** thy name.
He **extolled** him to the skies.

342

ALMOST FLAXSEED

Sound ă, as in ăm;
ĭ, as in ĭll;
c, as k;
c, as s.

Apply the sounds to flăk′ sĭd.

flaccid
Very **flaccid**, flabby, and weak.

343

OFTEN TOO MUCH AIR

Sound û, as in ûrn.

Apply the sound to

err
"To **err** is human: to forgive divine."
ûr
Do not **err** from the path of duty.

The Trouble Maker for err

Sound ĕ, as in mĕt;
ēr, as in makēr.

Apply the sounds to

ĕr ēr
error
Saved from the **error** of his ways.
Few **errors.**

PRACTICE

Do you make an **error** in pronouncing **err?**

IV

Studies in Spelling

344

FRANCIS AND FRANCES

"Kiss Francis, your brother."

345

VICTORY VICTUALS

When eating dinner say to yourself, "We are victors, and I am eating victory victuals."

346

ONE L ONLY

mu′ ci lage
mu′ ci lage
mu′ ci lage

Little Freddy was preparing to go out calling with his mother. Suddenly he called to her in a rather startled voice:

"Mamma, is this bay rum in the brown bottle?"

"Oh, no, dear! That's mucilage."
"Oh," said Freddy. Then after a pause, "Maybe that's why I can't get my hat off."
—*Saint Louis Christian Advocate.*

347

ONE WORD

to our
washerwoman

348

MISS PELL

misspell

349

TROUBLE WITH ELLA

Ella's lips
ell ipse

350

PUT THE "IT" IN DECREPIT

Give credit to the decrepit old man.

351

THIS IS THE WAY

To spell Macaulay.

352

MISS and MISSISS

Shakespeare was right. Names are naught. Neither the miss nor the mississ in Mississippi won the vote for maid, wife or widow.

N. Y. Evening Sun.

Note the **ippi** in
Mississippi

353

ADIRONDACKS

Iron in the Adirondacks.

354

ALL THE c's IN icc

des
icc
icc
icc
ate
des icc ate

desiccate, to preserve by drying.
desiccated foods.

355

NOTE THE CAT AND THE PILL IN

caterpillar

356

Collectible from Abe Kabibble.

357

NOT THE "OLD NICK"

pic nick ing
pic nick ing
pic nick ing
pic nick ing

358

CINCINNATI

Cin cin nat i
3 3 3 1

Arbuckle, called Fatty, played in Cincinnati.

359

FOUR s's

scissors
s ss s

360

PREPOSSESSING

Close your eyes, and image this word.

Write it with an imaginary pencil upon imaginary paper.

Write it with a real pencil upon real paper.

pre
pos
sess
ing

361

KEEP THE K OUT OF

ve'
hi
cle

362

DIM

You **dimmed** your automobile lights.

Rule—The consonant (m) preceded by a single vowel (i) is doubled if the suffix begins with a vowel (e).

363

ALWAYS THE HYPHEN

To-day,
To-night,
To-morrow.

364

ALWAYS ize, DON'T YOU z

The baby was
baptized,
idolized,
equalized,
legalized.

365

ALWAYS ize, DON'T YOU z

What America will not do.

America will not monopolize,
colonize,
neutralize,
capsize.

366

ALWAYS ize, DON'T YOU z

John's Duty

John must economize,
organize his forces,
moralize his problems,
sympathize with everyone,
scrutinize all things, and
systematize his business.

367

ALWAYS ize, DON'T YOU z

Very tantalizing,
In fact agonizing,
It might be called tyrannizing,
I feel scandalized.

368

DOUBLE THE CONSONANT

Note that verbs which end in a single consonant preceded by a single vowel double the final consonant in derivatives.

o mit
o mit t ing

get
get t ing

sit
sit t ing

thin
thin n ed

rob
rob b ed

drum
drum m ing

swim
swim m ing

stir
stir r ed

369

BILIOUS

One l to this bil, Bill.

370

CHIMNEYS

E stands for Edith, the city girl,
Used to electric light.
Her first vacation on a farm,
The railroad miles out of sight.

Mother said, "Edith, bring the chimney
For the lamp, quick!"
"Mother," said Edith, "I thought
That chimneys were made of brick."

chim′ ney
chim′ ney

371

ANOINT

Anoint him with
an ointment.

372

WHEN ex = egz

In most words ex = egz comes before the vowels a, e, i, and u.

exact
exalt
exasperate
example
exempt
exert
exemplary
exist
exult
exhaust
exhilarate

(Practice this sound in the following.)

PROFITEERS

The existing laws exempt profiteers so that justice is not exacted, and profiteers are not examined. They exult and thereby exhaust the patience of men. The profiteers should be examined, and every influence exerted to make trade in our country exemplary; to exalt our Nation, and not to exasperate our people.

373

REPELLENT

This is spelling repellent with
elle
elle
repellent
This is spelling repellent with
repellent spelling.

374

ALL AND THE HYPHEN

PRACTICE

All-possessed
All-round
All-sufficient
All-embracing
All-wise
All-important
All-glorious

(And so on.)

Exceptions: All Saints
All Soul's Day
All hail
Allover
Allspice

375

TWO R'S AND TWO S'S

Embarrassment
Embarrassment
rr ss

376

TWO s's

Pessimism makes a mess of things generally.

Elihu Root, just after his Philadelphia speech, said to a Philadelphia reporter:

"Despondent about our business future? Why, young man, nobody could be despondent about that except a confirmed pessimist.

"A cheery, brave fellow said to a pessimist:

"'At last, at last, I'm at the end of my troubles!'

"'Which end?" said the pessimist, frowning!"—*Philadelphia North American.*

377

DIFFICULT TO SPELL

vi
li
fy
li
vi

378

VEXATIOUS

A plaguy guy

379

A SPELLING MATCH

First Mess Cook—"Wot'll we give 'em to-morrow for afters? Tapioker?"

Second Mess Cook—"That'll do; write it down; you'll want four pounds."

First Cook (spelling audibly as he writes)—"Four pounds t-a-b-a—t-a-b-i—[hesitates]—we'd better 'ave macaroni."

Second Cook—"All right; write it down, then."

First Cook—"Four pounds m-a-k-a—m-a-k-i—oh, we'll 'ave rice! Four pounds r-i-s-e!"

—*Selected.*

Tapioca Macaroni

380

RARE

The aeronaut defied the rarefied air.

rarefied
rarefy
An e in rarefy.

381

BATCH AND BACH

Pronounce ă, as in ăm;
ê, as in êvent;
ẽr, as in makẽr.

Apply the sounds to

băch′ ê lẽr
bachelor

Bach is pronounced **băch** (batch) in bachelor.

PRACTICE

Why should any man remain a bachelor and eat a batch of his own biscuits?

"I couldn't get out of marrying her," Henpeck explained. "When she proposed, she said: 'Will you marry me? Have you any objection?' You see, no matter whether I said 'Yes' or 'No,' she had me."

"Why didn't you just keep silent, then?" inquired his friend.

"That's what I did, and she said, 'Silence gives consent,' and that ended it."

—*Titbits.*

382

BATTY

The battling battalion batted the ball.
Two t's in battalion.

383

ONE N

Come in Doc, you're late; and inoculate me.

Come in Doc you're late
and in oc u late me.
in oc u late
inoculate
One n in inoculate.

384

TROUBLE WHEN YOU GET MARRIED

Pronounce ä, as in ärm;
ê, as in êvent.

Apply the sounds to
shä rê vä′ rê
chariva′ri
Charivari, a mock serenade,
when the wedding
couple returns.

385

SATAN'S SATEEN

Satan sat in sateen.

386

COMPOUND NOUNS

Note that as a rule compound nouns, where the component nouns are of one syllable, do not take the hyphen.

PRACTICE

railroad
steamboat
raindrop
schoolboy
butterknife
candlestick
rosebud
daybreak
heartache
groundwork
numskull
iceberg
anybody
blacksmith

387

HOW MANY N'S?

An na ba na na Ha va na
An na, ba na na, Ha va na
Anna, a banana from Havana.

388

TAKE YOUR SPELLING LESSON

Have someone read to you one of the lists or pages in the INDEX.

Write the answers.

Note how many words you have spelled correctly.

Concentrate upon the words you have misspelled.

Keep at them until you have mastered them by the following:

(a) Note the accent carefully.
(b) Note well all the syllables.
(c) Think of the similarities and differences in the syllables.
(d) Scrutinize carefully the last syllable.
(e) Shut your eyes. Trace the word in imagination upon an imaginary paper, with an imaginary pencil.
(f) Pronounce the word, and note the sounds.
(g) Write the word three times.

The more heed you give to a word the more likely you are to use it, and with confidence.

By using the above lesson on many words you will thereby increase your vocabulary and power of speaking.

389

EXTRA CARE NEEDED

hy
poc′
ri
sy

Note the **ri** and the **sy**.

390

EI OR IE

How to remember whether a word is spelled with **ei** or **ie**.

Alice
li
ce

After **l**, spell with **ie**; for example,

relieve
believe

After c, spell with ei; for example,

conceive
conceit

Cowardice asks: "Is it safe?"
Experience asks: "Is it polite?"
Vanity asks: "Is it popular?"
But Conscience asks: "Is it right?"

—*W. M. Punshon.*

391

DAN

Dan, the Mohammedan

392

THE SPELLING OF SURNAMES AND BAPTISMAL NAMES

A girl clerk in the Bureau of War Risk Insurance finds from the card index files of Uncle Sam's fighters that the name "Aloysius" is spelled in forty-nine different ways, and "Ignatz" in eighteen ways. Even the simple name "John" is spelled in twenty-four ways, as follows: John, Giovanni, Ian, Jac, Jack, Jackie, Jacques, Jan, Jans, Hans, Jean, Jno., Joahn, Jock, Johan, Johann, Johannes, Johni, Johnie, Johnnie, Johnny, Johny, Jon, Juan.—*Christian Work.*

In the spelling of surnames there is very great variety.

If we meet Mr. Shepherd we must learn definitely the spelling of his name.

PRACTICE

Associate the name and person with another person of the same name and same spelling of the name.

Visualize the name and connect it with some object.

393

OPTIMIST

opti mist
opti mist
opti mist

Freddie—What's an optimist, dad?
Cobwigger—He's the fellow who doesn't know what's coming to him.

—*Lippincott's.*

394

TO GET RID OF "IR REV"

(1) rel′ e
(2) rel′ e
(3) rel′ e
(4) ir rel′ e vant
(5) rel′ e
(6) rel′ e

(7) rel' e
(8) ir rel' e vant

Repeat (1) to (8) five times.

395

A RATE

Sep' a rate
a rate
a rate
a rate

396

TO KEEP THE LETTERS OF "IN" IN ORDER

PRACTICE

om' in
om' in
om' in
om' in ous
om' in ous
om' in ous

397

THREE ON THE COMMITTEE

Three syllables, three letters in each.

com mit tee
3 3 3

398

TO SPELL THIS WORD WITH AL

INSTRUCTIONS

Look carefully at the word. Let the impression of al fix itself.

Mineralogy
al
al
al

399

TWO s's

A canvass of Vassar.

400

SCALLOPS

Sound ŏ, as in ŏdd;
ŭ, as in ŭp.

Apply the sounds to

skŏl′ ŭp
scal lop
Some scallops, please.
Some scalloped oysters, please.

401

ATTORNEY

An old negro, when brought before the Judge, was asked if he were the defendant.

Pointing to his *attorney* he said, "Dahs de de'fen'ant. I's de gent'man what stole the chickens."

Spelling of **attorney**

The **attorney** had **torn** the insurance papers.

Pronunciation of **attorney**

Sound û, as in ûrn, and apply the sound to
He turned toward the (a tûr′ ni) **attorney.**

402

SPELL IT WITH a

la
O kla
O kla ho′
O kla ho′ ma

403

FIANCÉ AND FIANCÉE

Sound ē, as in ēve;
ä, as in ärm;
ā, as in āle.

Apply the sounds to

fe än sā′

Always spell it thus:

Fiancé (the man)
Fiancée (the woman)

Always pronounce it fē än sā′ whether referring to the man or to the woman.

404

ALWAYS wd

It is always crowd.
Both noun and verb—crowd.
He was crowded into the corner.
There was a crowd on the street.

405

ELEEMOSYNARY

Sound ĕ, as in mĕt;
ê, as in êvent;
ŏ, as in ŏdd;
å, as in senåte;
ĭ, as in ĭll.

Apply the sounds to

ĕl ê mŏs′ ĭ nå rĭ

eleemosynary, relating to charity.

To spell this word divide it thus in mind

elee mosy nary

406

TWO AND ONE L

There are two l's in million and one in Vermilion

407

WHEN ei = a, AS IN ALE

If the sound is that of a, as in ale, then spell the word ei.

PRACTICE

d ei gn
fr ei ght
v ei n
n ei gh
ei ght
h ei nous
w ei ght
r ei gn

408

ELIMINATE THE H IN

Da ko ta
Da ta
Have you data concerning Dakota?

409

CONNECTICUT

Connect with Connect icut

410

ALLIE FROM CALIFORNIA

Allie purchased calico in California.

Cali
Cali
California

411

NOTICE THE TWO N'S IN

Minneapolis Minnesota

nn
nn
Minneapolis
nn
nn

412

TENNESSEE

Double the n, double the s, double the e in Tennessee.

Tennessee
Tennessee
Tennessee

413

THE HYPHEN IS USED IN DESCRIPTIVE PHRASES

PRACTICE

sea-sick
knee-deep
snow-capped
hard-hearted
old-fashioned
well-fed
never-ending
full-grown
all-seeing
black-eyed
heavy-hearted
well-to-do
light-haired
moth-eaten
well-bred
ox-eyed
lion-hearted
high-wrought
able-bodied
sober-minded
air-tight
man-of-war
peace-at-any-price

forget-me-not
devil-may-care

Note that the hyphen is required in compound descriptive phrases which convey one idea.

414

WEDNESDAY

Why wed on Wed nes day?
Wednes pronounced wenz

415

BALANCE AND REMAINDER

LESSON: To spell balance with one l.

balance
The grocer uses balances to weigh sugar.

l
One l

This word balance should never be used in place of remainder.

416

THE FOLLOWING CONTRACTIONS ARE ALLOWABLE IN COLLOQUIAL SPEECH BUT NOT IN FORMAL PROSE COMPOSITION

Arn't for are not
Can't for can not

Couldn't for could not
Didn't for did not
Doesn't for does not
Don't for do not
E'er for ever[1]
Hadn't for had not
Hasn't for has not
He'd for he would
He'll for he will
He's for he is
I'd for I would
I'll for I will
I'm for I am
I've for I have
Isn't for is not
Ne'er for never[1]
O'er for over[1]
Shan't for shall not
'Tis for it is
'Twill for it will
Won't for will not

417

TWO r's

Note the spelling

squirrel
squirrel
squirrel

[1] Poetic contractions.

It's queer that s-q-u-i-r is pronounced skwŭr.

ŭ, as in ŭp.

squirrel
(skwŭr′ el)

418

DO YOU (C) THE POINT

Do you (c) the point in this
prophe(c)y?

I prophesy that the prophecy will not come true.

> The evening lesson was from the Book of Job and the minister had just read, "Yea, the light of the wicked shall be put out," when immediately the church was in total darkness.
>
> "Brethren," said the minister with scarcely a moment's pause, "in view of the sudden and startling fulfilment of this prophecy, we will spend a few minutes in silent prayer for the electric lighting company."
>
> —*Boston Transcript.*

419

SHEW

(From the Bible)

LESSON: The spelling and pronunciation of shew.
ō, as in ōld

Night unto night (shō) sheweth knowledge.
Thou wilt (shō) shew me the path.
I will (shō) shew mercies unto —
God hath (shō) shewed thee —
(shō) Shew mercy.
How sayest thou, (shō) Shew us the Father?

420

SY

Learn this list which is spelled with sy.

tip sy
em bas sy
ec sta sy
cour te sy
con tro ver sy
her e sy
hy poc ri sy
po sy
pro sy
flim sy
new sy

421

COMPOUNDS OF SELF

Every word in the Dictionary which is compounded with self except selfhood and selfsame requires a hyphen.

PRACTICE

self-assertion

self-command
self-conceit
self-content
self-conscious
self-control
self-defense
self-denial

And so on.

422

NOTE WHAT HAPPENS WHEN YOU ADD ING

retire	retiring
blame	blaming
note	noting
value	valuing
entice	enticing
hope	hoping
adore	adoring
excuse	excusing
force	forcing
hire	hiring
move	moving
desire	desiring
confine	confining
allure	alluring
advertise	advertising

case	casing
advance	advancing

And so on.

Note that when you add ing to words ending in e, the e is dropped.

423

IBLE

Note that nouns which do not end in ation form the adjective by ible.

PRACTICE

fusion	fusible
contempt	contemptible
expression	expressible
credence	credible
defense	defensible
inversion	invertible
digestion	digestible

And so on.

424

ABLE

Note that when a noun ends in ation the adjective form ends in able.

PRACTICE

adoration	adorable
appreciation	appreciable

calculation	calculable
consolation	consolable
estimation	estimable
habitation	habitable
laudation	laudable
observation	observable
probation	probable
temptation	temptable
taxation	taxable

And so on.

425

COMPOUNDS OF OVER

Note that over does not require a hyphen.

overhead
overjoy
overlap
overmuch
overpersuade
overproduction
overshadow
overstep
overwork

And so on.

426

COMPOUNDS OF NUMBERS

Note that half, quarter, four (any number used in forming an adjective) requires a hyphen.

half-blooded
half-breed
half-hearted
half-tone
half-witted

four-poster
four-story
six-sided

427

TWO g's WHEN SPELLING THIS DOG

dogg
doggerel

428

MENT

Note that when you add **ment** to words ending in **e**, the **e** is retained.

This is generally true.

Exceptions: judgment, lodgment, acknowledgment, abridgment.

PRACTICE

confine	confinement
allure	allurement

entice	enticement
induce	inducement
move	movement
disparage	disparagement
excite	excitement
amaze	amazement
encourage	encouragement
enlarge	enlargement

429

A SPELLING LESSON

impugn
gnostic
sovereign
malign
aught
gnu
gneiss
gnaw
slough
brevier
sortie
hiccough
caucus

"Aren't you in favor of spelling reform?"

"Not at all," answered the young woman at the typewriter. "Many a man would be writing his own letters if he knew how to spell all the difficult words."

—*Detroit Free Press.*

430

TWO N'S

Are you beginning to notice that there are two n's in beginning?

beginning
beginning

431

COMPLAINANT

Sound ŏ, as in ŏdd;
ā, as in āle;
ă, as in ăm.

Apply the sounds to

kŏm plān′ ănt
complainant

The judge went on to tell how Pat Somebody was brought before the judge on the charge of assault and battery, having struck a certain respectable citizen on the nose. "But," said Pat, "I was only having a little fun." The judge replied, "Pat, your right to have fun ends where the complainant's nose begins."—*Christian Work.*

432

JUST SO

My daughter is (sō) **sewing**
She has gone to the (sō) **sewing** society.
Can you (sō) **sew**?
She (sōs) **sews** well.

433

FORGETTING

An absent-minded husband was asked by his wife to stop in a store on the way downtown and buy her three articles of feminine wear. Of course when he reached the store he had forgotten what they were. So the young clerk behind the first counter was amazed to hear:

"Excuse me, my wife told me to come in here and get her some things to wear and I've forgotten what they are. Would you mind naming over a few things?"

—*Southern Woman's Magazine.*

Remember, two t's in **forgetting.**

434

KEEP YOUR EYES ON PRIVILEGE

privilege
i i
e e

Two i's.
Two e's.

435

TIDBIT

Tidbit is a variant of titbit.

In a little school-house in the north of Scotland, the school-master keeps his boys grind-

ing steadily at their desks, but gives them permission to nibble from their lunch-baskets sometimes as they work.

One day, while the master was instructing a class in the rule of three, he noticed that one of his pupils was paying more attention to a small tart than to his lesson.

"Tom Bain," said the master, "listen to the lesson, will ye?"

"I'm listening, sir," said the boy.

"Listening, are ye?" exclaimed the master. "Then ye 're listening wi' one ear an' eating pie wi' the other."—*Tidbits.*

436

CHIN

The machinist injured his **chin.**
The machinist injured his **chin.**
The machinist injured his **chin.**

Can you spell **machinist** now?

437

ALL RIGHT

There is no such word as **alright.**
All right.
Enough said.

V

Studies in Stems—Latin, Greek, French

438

THE DANGER OF FOREIGN PHRASES

"I don't like your heart action," the doctor said, applying the stethoscope again. "You have had some trouble with angina pectoris."

"You're partly right, doctor," said the young man, sheepishly, "only that ain't her name."—*Indianapolis Medical Journal.*

439

seriatim means in regular order
status means standing
data means facts
quota means share
dictum means assertion
gratis means free
strata means layers
addendum means something added

440

pater means father
rex means king

homo means man
puer means boy
nox means night
annus means year
patria means country
Deus means God
filius means son
dies means day

441

femina means woman
mater means mother
errata means errors
terra means earth
maximum means greatest
minimum means smallest
verbatim means word for word
literatim means letter for letter

442

dicere, dictum = to speak, say

ad **dict** (to habituate)
ver **dict** (decision; judgment)
vale **dict** ory (farewell speech)
male **dict** ion (a slander; a curse)
bene **dict** ion (blessing)

pre dict (to say before; to foretell)
inter dict (to forbid)
e dict (a formal utterance)
dict ion (manner of speech)
contra dict (to speak against)

443

mittere = to throw, send, to let go

ad mit (to let in)
e mit (to send forth)
per mit (to let go through)
re mit (to send back)
trans mit (to send across)
o mit (to leave out)
sub mit (to yield, resign)

444

cor, cordis = heart

cord ial (heart stimulant)
cor dial (hearty)
con cord (agreement of hearts)
dis cord (disagreement of hearts)
re cord (to bring again to heart; to make a memorandum of)
core (the heart of it)
cour age (boldness of heart)

445

cura = care, attention

cur e	(to heal by care)
ac **cur** ate	(careful; precise)
cur ious	(inquisitive)
cur ate	(one who has the care of souls)
se **cur** e	(free from care or anxiety)
sine **cur** e	(a position without a care)

446

rumpere, ruptum = to break

rupt ure	(a breaking)
e **rupt** ion	(a breaking out)
dis **rupt** ion	(a breaking asunder)
bank **rupt**	(broken financially)
inter **rupt**	(to break between)
ab **rupt**	(broken off; sudden; disconnected)
cor **rupt**	(to undermine the moral standard)

447

tempus, temporis = time

tempor al	(relating to time)
tempor ary	(for a short time)

tempor ize	(to comply with the circumstances)
ex **tempor** ize	(to produce at the moment)
con **tempor** ary	(living at the same time)
temper ance	(well-timed ways; moderation)

448

pes, pedis = foot

ped al	(a lever moved by the foot)
bi **ped**	(two-footed)
ex **ped** ite	(to hasten one's feet; to hasten the progress of)
im **ped** iment	(the entangling of one's feet; a hinderance)
quadru **ped**	(four-footed)
ped estal	(foot-place; a base)

449

specere, spectum = look, see

su **spect**	(to look under; to mistrust)
re **spect**	(to look again; to think highly of)
retro **spect**	(a looking back; a review of the past)
pro **spect**	(a looking forward; a view; expectation)

circum spect	(watchful on every side)
spect re	(an apparition)
in spect	(to look into; to examine)
ex pect	(to look out; to look forward to)
spect acles	(lenses to aid the sight; objects regarded)

450

corpus, corporis = body

corpor al	(relating to the body)
in corpor ate	(united into a body)
corpor ation	(a legal body)
corpu lent	(having a fleshy body)
corpus cle	(a minute body)
corps	(a body of troops)
corpse	(a dead body)

451

facere, factum = to make, do

af fect	(to act upon)
ef fect	(to work out; to bring to pass)
per fect	(made thoroughly; without flaw)
de fect	(imperfection)
con fect ion	(a preparation with sugar; a sweetmeat)
in fect	(to put into; to taint)

452

facere, factum = to make, do

fac simile	(an exact copy)
fac ile	(easy to do)
fac tor	(one who or that which does or acts)
fac t	(a something done; actual happening)
fac tion	(a working group; a contentious group)
fac titious	(artificial; unnatural)
fac totum	(an all-doer)

453

fa—; fatus = speak
fas = divine law

af **fa** ble	(easy to be spoken to)
fa ble	(a story)
fa iry	(an imaginary spirit)
in ef **fa** ble	(beyond power to speak of; inexpressible)
in **fa** nt	(not speaking: a small child; a minor)
in **fa** nt ry	(a body of foot soldiers)

ne fa ri ous (not divine law; wicked)
pre fa ce (something spoken at first; an introduction)

454

ferre = to bear, bring, carry

con fer (to bring together; to compare views)
de fer (to bear apart; to put off)
pre fer (to bear before; to regard or honor before another)
in fer (to bring in; to deduce)
prof fer (to bring forward; to offer)
suf fer (to bear up under)
trans fer (to carry across)
re fer (to carry back; to trace or ascribe to person or thing related)
of fer (to bring toward; to present for acceptance)

455

fides = faith, trust

in fid el (one who does not hold the faith; an unbeliever)
per fid ious (breaking faith)
fid elity (faithfulness)
con fid e (to trust together; to intrust to)
af fid a vit (a sworn statement in writing)

456

finis = end
finire = to end

fin al	(at the end)
fin e	(finished, exquisite)
con **fin** e	(to keep within bounds)
de **fin** e	(to put down ends; to determine the boundaries of; to explain)
fin ish	(to bring to an end)
fin ite	(having an end)
in **fin** ite	(without end)
re **fin** e	(to finish again; to free from impurities)
super **fin** e	(above the fine; extra fine)

457

genus, generis = kind, race
gignere, genitus = to beget

gen er ous	(of a noble class; magnanimous, liberal)
gen u ine	(of the true kind; unadulterated, authentic)
gen er al	(belonging to the whole class)
pro **gen** y	(kin brought forth; offspring)
de **gen** er ate	(having become worse than one's kind; degraded)

gen teel	(well bred, kind)
gen tile	(of the same kind or race; particularly belonging to the nations at large, as distinguished from the Jews)
indi **gen** ous	(native)
in **gen** uous	(free from reserve; naïve)

458

animus = mind, soul, spirit

un anim ous	(ů năn′ ĭ mŭs)
(un, unus = one)	of one mind
magn anim ous	(măg năn′ ĭ mŭs)
(magnus = great)	having a great soul
pusill anim ous	(pū sĭ lăn′ ĭ mŭs)
(pusillus = very little)	of a very little weak soul
equ anim ity	(ē kwȧ nĭm′ ĭ tĭ)
(æquus = equal)	evenness of mind

Sound ă, as in ăm; ĭ, as in ĭll; ŭ, as in ŭp; ē, as in ēve; ȧ, as in ȧsk; ů, as in ůnit.
Apply the sounds.

459

de = down
retro = back
ad = to

con = together
de = aside
e = out
in = in
pro = forward
trans = across

460

gradi, gressus = to go, step

ag gress (to go against; to attack)
con gress (a going together, an assembly)
di gress (to step aside; to turn from the main topic)
e gress (a going out; departure)
in gress (a going in; entrance)
pro gress (a going forward; advance)
trans gress (to go beyond; to violate a law)

461

gradus = step

grad e (a step)
grad ual (step by step)
grad uate (divide into steps)
de grad e (to cause to step down; to reduce in value)
retro grad e (to go backward)

462

graphein = to write

auto **graph** (autos = self)	(that which is written with one's own hand)
bio **graph** y (bios = life)	(a written account of a life)
geo **graph** y (ge = earth)	(a written description of the earth)
litho **graph** (lithos = stone)	(a writing upon stone)
photo **graph** (photos = light)	(a writing or drawing made by light)

463

graphein = to write

steno **graphy** (stenos = close)	(short stroke writing; i.e., abbreviated)
graph ite	(a mineral used to write with)
graph ic	(vividly written)
tele **graphy** (tele = afar off)	(far off writing)
phono **graph** (phone = sound)	(an instrument for recording sound)

464

Chronometer

chronos (time) — metron (measure)

Thermometer

thermos (heat) — metron (measure)

Electrometer

electron (electricity) — metron (measure)

Hydrometer

hydros (water) — metron (measure)

Barometer

baros (weight) — metron (measure)

Photometer

photos (light) — metron (measure)

465

Autocrat

(autos = self) (kratos = strength)

Democrat

(demos = the people) (kratos = strength)

Plutocrat

(ploutos = wealth) (kratos = strength)

Aristocrat

(aristos = best) (kratos = strength)

Ochlocracy

(ochlos = mob) (kratos = strength)

466

logos = word, speech

Mythology

(mythos = fable) (logos = speech)

Philology

(philos = fond of) (logos = speech)

Psychology

(psyche = soul) (logos = speech)

Phrenology

(phrenos = mind) (logos = speech)

Theology

(Theos = God) (logos = speech)

Technology

(techne = art) (logos = speech)

467

Symphony

(sym = together) (phone = sound)

Cosmopolitan

(kosmos = the world) (polites = a citizen)

Metropolis

(meter = mother) (polis = city)

468

Antipathy

(anti = against) (pathos = suffering)

Apathy

(a = not) (pathos = suffering)

Sympathy

(sym = together) (pathos = suffering)

469

chronos = time

	chron icle	(a record of events)
	chron ic	(continuing for a long time)
	chron ology	(science of computing dates)
ana	**chron** ism	(a blunder as to time; a mis-date)
syn	**chron** ism	(concurrence of events in time)

470

(dā bü′) **début.** The first appearance before the public.
(pĕt′ ĭ) **petit.** Small, insignificant.
(rå gōō′) **ragout.** Stewed meats highly seasoned.
(kwē zēn′) **cuisine.** Style of cooking.
(swå rā′) **soirée.** An evening party.
kō′ tē ri) **coterie.** A private circle for social purposes.
(än kor′) **encore.** Once more.
(pä sā′) **passé.** Past, faded, antiquated.
(pôr tyâr′) **portière.** Curtain hanging in doorway.
(bôn tôn′) **bon ton.** Good style.
(trōō sō′) **trousseau.** A bride's outfit.
(rän′ dĕ vōō) **rendezvous.** A place appointed for meeting.

(kē vēv′) **qui vive.** On the alert.

(kärt blänsh′) **carte blanche.** Unconditional permission.

An American soldier went into a restaurant in France and found another "doughboy" struggling with a bill of fare that was in "English." "H-a-u-t-e m-i-l-l-e," he was spelling out. "H-a-u-t-e m-i-l-l-e! What in the dickens is that?"

The first soldier took the card and began to struggle, too. But not until he had said the words aloud three times could he make head or tail of them. Then he threw back his head and shouted:

"Why, boy, it's oatmeal, spelled *à la française,* 'H-a-u-t-e m-i-l-l-e,' Oat meal! See!"—*Youth's Companion.*

Sound ā, as in āle; ü, as in menü; ĕ, as in ĕnd; ĭ, as in ĭll; å, as in åsk; o͝o, as in fo͝od; ê, as in êvent; ē, as in ēve; ä, as in ärm; ô, as in ôbey; â, as in câre; ô, as in ôrb; o̊, as in o̊ld; ēr, as in makēr; n, as ng in sing.

VI

Studies in Syllabication

A bit of correcting, every day,
Drives the wrong syllabication away.

471

Say it Chineselike

Eve Ning

Good ev'ning, Mr. Johnson.
Good ev'ning, Mrs. Jones.
Remember, two syllables

PRACTICE

A pleasant evening.
This evening I will meet you.
Come to-morrow evening.

472

PRACTICE

Pronounce (1) to (4) consecutively.

(1) gar d'n er
(2) I am a gar d'n er.
(3) As a gar d'n er you are a success.

(4) Three syllables in **gar d'n er.**

"How did your husband's *gardening* turn out?"

"Not well so far," responded the serious woman. "The preliminary outdoor work gave him such an appetite that he ate the potatoes instead of planting them!"

—*Pittsburgh Chronicle-Telegraph.*

473

ARTICULATE THE A

tem
per
a
ment

PRACTICE

He is quite **temperamental.**
(Are you articulating the a? Make it a syllable.)

474

DON'T LAUGH

Two syllables
Two syllables

tick lish

Two syllables
Two syllables

The teacher of the class in physiology put to Tommy this question:

"How many ribs have you?"

"I don't know, ma'am," said Tommy, squirming at the very thought. "I am so awful *ticklish* I never could count 'em."

—*Youth's Companion.*

475

THREE SYLLABLES

his to ry
his to ry
his to ry

PRACTICE

American history.
French history.
Italian history.
English history.
Greek history.
Roman history.

476

NOT EXTRA

Note the syllabication of this word.

ex traor′ di na ry

Look at it for half a minute.

You are making ex-traor-di-na-ry progress.

477

THREE SYLLABLES, AND THREE FIGURES IN THE PRICE

PRACTICE

Clarice has a di a mond ring.
Lend me your di a mond pin.
I have a di a mond necklace.
The South African di a mond mines.
Three syllables in di a mond.

478

FOUR SYLLABLES

Think of four pall-bearers.

cem e ter y
(1) (2) (3) (4)

479

INSTRUCTIONS

This is a fine word for lip practice.
Repeat (1) to (6) consecutively ten times.

(1) par tic′
(2) par tic′ u
(3) par tic′ u lar
(4) par tic′ u lar ly

(5) par tic′ u lar ly pleasant
(6) Not par tic′ u lar ly pleasant

Farmer: "So you're an experienced milker, hey? Now, which side uv a cow do you set on when you milk her?"

Applicant for Job: "O, I ain't a bit *partickler*, if the cow ain't!"—*Buffalo Express.*

480

"What is the hour?"
"Eh? 'Leven o'clock."
"Thank you, sir, e-lev′n."

481

Greetings to the "Cord-i-al" brother.

Sound ô, as in ôrb;
ă, as in ăm;
ĭ, as in ĭll;
d, as j.

Apply the sounds to

kôr′ jăl
cordial

He is a very cordial man.
Very cordial relationships exist.
We were cordially received.

482

FOUR SYLLABLES

INSTRUCTIONS

Articulate (1) to (4) consecutively.

Pronounce (5) ten times.

neu ral′
neu ral′
neu ral′ gi a
neu ral′ gi a

May you never suffer from neu ral gi a.

483

TO AVOID ADDING AN EXTRA SYLLABLE OF A

Sound ĭ, as in ĭll.

Repeat as a College Yell.

rĭg
rĭg
rĭg ma role
rĭg
rĭg
rĭg ma role

484

TO GET RID OF CASUAL(I)TY

Sound ă, as in ăm;
c, as k;
s, as in pleasure (zh).

Syllabication

Apply these sounds to

kăzh′
kăzh′ u
kăzh′ u al
kăzh′ u al tiz

There are many casualties in the city.

"Were you very sick with the 'flu,' Rastus?"

"Sick! Sick! Man, Ah was so sick, mos' ebery night Ah look in dat er casualty list for mah name."—*Judge.*

485

KEEPING OUT THE BEES

Sound ōō, as in fōōd.

Apply the sound to

jōō′
jōō′ jōōb
jōō′ jōōbs

PRACTICE

Give me a **jujube.**
I bought some **jujubes.**
Julia, will you have some **jujubes?**

486

Four. The number of syllables. Have you been using but three?

PRACTICE

con temp'tu ous
It was a most con temp' tu ous practice.

487

SYLLABICATION PRACTICE

Four (4) syllables
Four (4) syllables

u su al ly

Four (4) syllables
Four (4) syllables

Pronounce usually ten times.

488

Sound ô, as in ôrb;
ĭ, as in ĭll;
å, as in åsk.

Apply these sounds to

ôg zĭl' yå rĭ
aux il ia ry
Pronounce aux il ia ry ten times.

489

FIVE SYLLABLES ALWAYS

pe cu′ ni a ry
1 2 3 4 5

PRACTICE

He was a particularly **pecuniary** person.
(This is good lip practice.)

490

FOUR SYLLABLES

(1) **nat ur al ly**
(2) It is not **nat ur al ly** an easy method.
(3) **Nat ur al ly** so.
(4) One would **nat ur al ly** think that he—.

Repeat (1) to (4) several times.

491

ALWAYS YOUNG

Ag ed (an adjective), two syllables, unless in compounds. Then, middle-aged (ājd).
Aged (a participle), one syllable.

PRACTICE

An ag ed man
He has aged greatly.
He is middle-aged.
A middle-aged man

492

Re al ly

Are there re al ly three syllables in re al ly?

493

THREE SYLLABLES

i vo ry
Three cakes of i vo ry soap, please.
An i vo ry ball.
Three tusks of fine i vo ry.
Three syllables in i vo ry.

494

Eliminating "ti" and "kate" which are often introduced into this word.

Repeat (1) to (5) consecutively.

re sus′
re sus′ ci
re sus′ ci tate
resuscitate
The doctor endeavored to resuscitate the child.

495

TWO SYLLABLES

Sound ō, as in ōld;
ĭ, as in ĭll.

Apply the sounds to

vōd′ vĭl
vaude′ ville
He went to the vaudeville.
A vaudeville actor.

496

THREE SYLLABLES

INSTRUCTIONS: Repeat (1) to (4) five times.

(1) quan′
(2) quan′ da
(3) quan′ da ry
(4) I am in a quan′ da ry about —

This lesson seems simple, too much so, perhaps; but if you are now saying quan′ da ry, three syllables, it is of value.

497

THREE SYLLABLES OR TWO

te′ di ous (tē dĭ ŭs) or (tēd′ yŭs)
A very te′ di ous speaker.
In the most te′ di ous manner possible.

498

NO MORE "el-um" TREES

One syllable only
Repeat (1) to (6) rapidly.

(1) elm
(2) elm
(3) elm
(4) The stately elm trees.
(5) The Harvard elm.
(6) I love elm trees.

VII

Studies in Language Games

499

ELIMINATING "LEARN"

Martha: "Mother, **teach** me how to cook."
Mother: "Ask Alice to **teach** you how to cook."
Martha: "Mother, Alice taught me how to cook."

George: "Father, **teach** me how to shoot a rifle."
Father: "Ask William to **teach** you how to shoot."
George: "Father, William taught me how to shoot."

Frank: "Uncle, **teach** me how to whistle."
Uncle: "Ask Auntie to **teach** you how."
Frank: "Uncle I have learned how to whistle. Auntie taught me."

PRACTICE

Let me **teach** you how to cook.
Let me **teach** you how to sew.
Let me **teach** you how to sweep.
Let me **teach** you how to dust.
Let me **teach** you how to write.
Let me **teach** you how to swim.

500

ELIMINATING "JOHN AND ME"

Leader says: "John and Mary will each imitate a person eating an apple." (After this is done, the Leader says to them, "What did you do?")

John says: "Mary and I imitated a person eating an apple."

Mary says: "John and I imitated a person eating an apple."

Leader says: "Ruth and Charles will each imitate eating their supper." (After this is done the Leader says, "What did you do?")

Charles says: "Ruth and I imitated ourselves eating our supper."

Ruth says: "Charles and I imitated ourselves eating our supper."

(And so on for other imitations.)

501

ELIMINATING "BE BACK"

James says: "Mother, I am going with Henry. I will come back in an hour."

William says: "Mother, I am going with Uncle Frank. I will come back with him."

Charles says: "Mother, I am going over to Harry's for my skates. I will come back in a minute."

(So on with other children.)

"Be" means to exist.

"Come" means to move toward, to approach.

502

MAY INDICATES "REQUEST FOR PERMISSION"

PRACTICE

"Mother, **may** I go with Alice?"
"Father, **may** I have your knife?"
"George, **may** I borrow your pencil?"
"Grace, **may** I have your book?"
"Thomas, **may** I go to town with you?"
"Alfred, **may** I go fishing with you?"
"Mr. Wilson, **may** I borrow your rake?"
"Postmaster, **may** I have our mail, please?"

503

CAN MEANS "ABLE TO"

PRACTICE

"Mother, **can** you open my knife?"
"Father, **can** you spell plaguy?"

"George, **can** you swim?"
"William, **can** you help me with my lessons?"
"John, **can** you fix the lawn-mower?"

504

A SPELLING GAME FOR 52 PERSONS

Make or secure two sets of letters of the alphabet.

Make them of a size which can be seen sixty feet distant.

The game requires twenty-six persons to the side.

A letter is given to each person, an alphabet to a side.

The sides stand in alphabetical order about ten feet apart.

Stand the sides in reverse order, A opposite Z, and so on.

A Leader and Judges are needed.

The Leader announces a word. The persons on each side must run quickly to the end of the line, one side to one end, and the other side to the other, and stand so that the word is correctly spelled as they hold their letters in front of them.

The side spelling the word first wins.

The Judges stand in the middle between the sides.

Have the leader choose words in advance which do not repeat the same letters. If words are used which do repeat the same letters make use of the first letter only when spelling the word by position at the ends, the others remaining in their places.

Choose words which will make use of all the letters in the alphabet during the game.

505

"IT WAS THEY"

Mother (or teacher) says: "William, turn your face toward the wall, and close your eyes. I want you to guess who clap their hands."

(Two or three clap their hands.)

"William," continues Mother, "whom did you hear?"

William turns, and opens his eyes, and points to those who he thinks clapped and says: "It was they."

If William guesses all correctly, then those who did not clap say, "It was they." And immediately all those who did clap answer, "It was we."

When William points out those who he thinks clapped, if he makes a mistake, at the moment he makes it, all say, "It is not he (or she)."

Of course, William has only as many guesses as the number of children that clapped.

Then another child becomes the Guesser.

506

ADJECTIVE GAME

The teacher (or mother) chooses some word; for example, cat.

Each person must use a word defining a different kind or quality of cat.

If one fails to add a new word, he is out of the game.

AN ILLUSTRATION

My cat is a **beautiful** cat.
My cat is a **Maltese** cat.
My cat is a **gray** cat.
My cat is an **old** cat.
My cat is a **meowing** cat.
My cat is a **snoozing** cat.
My cat is a **singed** cat.

507

ELIMINATING "I KIN"

Mother (or teacher) says: "Children, who can tell Ann the answer to 3 x 3?"

A child answers, "I can tell Ann."
Another child answers: "I can tell Ann."

(And so on with the others.)

Require distinct pronunciation.

508

ELIMINATING "IS IT ME?"

The child is blindfolded, and turned face toward the wall.

Someone comes quietly behind, and taps him on the shoulder.

The Leader asks, "Who touched you?"

The response by the blindfolded child is, "It was ——."

The response then is, "It was I" or "It was not I."

When a correct guess is made let all say, "It was he (or she)."

509

A PARTY PARLOR GAME

(a) If there are several persons, choose two sides as in a "Spelling Bee."
(b) The game is to make the longest word possible, each person adding a letter.
(c) If one fails to add a letter, he is out.
(d) If one completes the word, he is out.

AN ILLUSTRATION

The first person chooses a word beginning with any letter. Suppose it is the letter A.

The next in turn, thinks of Animal and gives the letter N.

The next in turn must think of a word beginning with An, and thinks of Annapolis, and gives the letter N.

The next in turn thinks of Announce, and gives the letter O.

The next must think of a word beginning with Anno, and thinks of Annoy. But this would end the word, and he would be out of the game. So he thinks of Annotations, and gives the letter T.

The next thinks of the same word and gives the letter A.

The next gives the letter T.

The next gives the letter I.

The next gives the letter O.

The next gives the letter N.

The next gives the letter S, and is out of the game.

510

LYING

One child leaves the room.

Those remaining choose an object and hide it, remembering what it is lying upon.

The child is called into the room and is asked, "Where is (naming the object) lying?"

The child answers, "It is lying on the ——."

If the answer is wrong, all together say, "It is not lying on the ——."

If the answer is correct, all say together, "It is lying on the ——."

511

(Mary) whispers to her mother (or teacher) the name of a person present. She then stands before all and says, "**Of whom** am I thinking?"

In turn, the children guess.

The child that guesses correctly now whispers a name to the mother (or teacher) and stands before the others and asks the question, "**Of whom** am I thinking?"

512

LANGUAGE GAME OF "HE AND I"

Mother: "William, take Alice by the hand, and come to me."

(William complies and mother continues:)

"What do you want (or want to do)?"

William: "Alice (or she) and I want to go to the Party."

Alice: "William (or he) and I want to go to the Party."

Mother: "You may go to the Party."

(Mother calls two others, and so on.)

513

ELIMINATING "DONE IT"

Alice stands blindfolded.

A child tiptoes to her and touches her and returns to his seat.

Teacher (or mother) asks, "Alice, who touched you?"

Alice replies, "John did it."

If Alice answers correctly, all say, "John did."

If Alice answers incorrectly, all say, "John didn't."

514

ELIMINATING "I SEEN"

Have the children tell, in turn, of coming to school or home, and give a list of things they saw.

ILLUSTRATION

John says, "I saw a wagon."
"I saw a ship."
"I saw a bird."
"I saw a squirrel."

515

ELIMINATING "DON'T"

Mother (or teacher) says, "Tell me some things your —— doesn't do."

The child answers, "My —— doesn't ——."

ILLUSTRATION

Mother: "William, tell me some things your rabbit doesn't do."

William: "My rabbit **doesn't** bark."
"My rabbit **doesn't** sneeze."
"My rabbit **doesn't** walk."

516

THE MAY GAME

May is used in asking permission.

"Mr. ——, **may** I see your watch?"
"Miss ——, **may** I speak to James?"
"Mother, **may** I go out on the lawn?"
"Harry, **may** I have some of your papers?"
"Grace, **may** I see your new pin?"
"Mrs. ——, **may** William and I have some apples?"

517

MEASURING GAME

Have two children of different heights stand side by side.

Have the other children pass by, and each one say, as he passes, "—— is not so tall as ——."

(Then, two other children stand side by side.)

518

OF

THE TIME GAME

Mother: "Walter, what time is it?"
Walter: "Mother, it is ten minutes of three o'clock."

Mother: "Alice, what time is it?"
Alice: "Mother, it is nine minutes of three o'clock."
(And so on with the others.)

519

SHALL AND WILL

INVITATION GAME

Children, one by one, come to mother (or teacher) with invitations.

Mary: "Mother, I shall go to the movies, to-morrow. Will you go with me?"

Jessie: "Mother, I shall go to Uncle Homer's, to-morrow. Will you go with me?"

(Care must be taken to have shall and will used as indicated.)

520

SHOULD AND WOULD GAME

John: "Mother, I **should** like to have a pony."
Mother: "John, I am sure you **would** enjoy one."

Mary: "Mother, I **should** like to have a new dress."
Mother: "Mary, I am sure you **would** be happy then."

Have the other children make requests, using **should** when they refer to themselves and the future.

The mother (or teacher) responds with **would.**

521

ELIMINATING "AIN'T GOT"

Play "Borrowing" with the children.

The request is, "——, lend me your ——."
The response always is, "I have no ——."

ILLUSTRATION

Henry: "George, lend me your knife."
George: "Henry, **I have no** knife."

Charles: "William, lend me your horse."
William: "Charles, I have no horse."

Alice: "Father, lend me a million dollars."
Father: "Alice, I have no million dollars."

522

FLOWER GAME

Children (play) bring flowers to mother (or teacher).

Janet says: "Mother, here is a rose."
Mother says: "It looks so **beautiful** and smells so **sweet.**"
Janet says: "It looks so **beautiful** and smells so **sweet.**"

(Repeat the above when the next child brings an imaginary flower.)

523

THE "GOT" GAME

Rule—"Got" is omitted when the present tense is used and possession is indicated. **Have** indicates possession, hence **got** is omitted.

ILLUSTRATION

Mother: "John, what have you?"
John: "Mother, I have a cookie."
Mother: "Mary, what have you?"
Mary: "Mother, I have a doll."
Mother: "Charles, what have you?"
Charles: "Mother, I have a pencil."
Mother: "William, what have you?"
William: "Mother, I have nothing."

PRACTICE

I have a new hat.
I have some maple syrup.
I have a dollar.
I have a sled.
We have some chickens.

524

LAY AND LIE GAME

George lies down on the floor.

Mary says: "Mother (or teacher), George has lain down on the floor."
Susie says: "Mother (or teacher), George has lain down on the floor."
(So on with the others present.)

George stands up.

Mary says: "Mother (or teacher), I think George lay on the floor one minute."

Susie says: "Mother (or teacher), I think George lay on the floor two minutes."

(So on with the others present.)

Mary says: "Mother (or teacher), have George lie down again."

Susie says: "Mother (or teacher), have George lie down again."

(So on with the others present.)

VIII

Suggestions for Party Games

525

SUGGESTIONS FOR PARTY GAMES

I. Select a page in the Index. At the time of the Party, write only the numbers of the studies on separate slips of paper. Put them in a hat. Have each one draw a slip, and read the item under the number drawn while the others listen.

II. Take the following Studies, one at a time, and have each one at the Party try to give the Study perfectly: 49, 180, 181, 182, 185, 193, 194, 204, 205, 250.

III. Select, beforehand, as many numbers of the Studies as you expect to have persons present. Write these numbers and the names of the persons on slips of paper and require that they be read.

IV. Have a "Spelling Bee." Use the Index for words. Also, see 504.

V. See numbers 180 to 205 for distinct pronunciation games.

VI. Make a "Literary" game out of numbers 206—213.

VII. Look under Anecdotes in the Index, and use the numbers as directed in I above.

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